DOCUMENT RESUME

ED 112 656 FL 007 114

TITLE English for Today. Supplementary Pronunciation Drills. Books 1 and 2.
INSTITUTION Vietnamese American Association, Saigon (Vietnam).
PUB DATE [60]
NOTE 133p.

EDRS PRICE MF-$0.76 HC-$6.97 Plus Postage
DESCRIPTORS *English (Second Language); *Instructional Materials; Language Instruction; Language Skills; Oral English; *Pattern Drills (Language); Phonology; *Pronunciation; Teaching Methods; Textbooks; *Vietnamese

ABSTRACT

This volume contains supplementary pronunciation drills for the English for Today program, Books I and II, for Vietnamese speakers. The supplement for Book I contains exercises on the English segmental phonemes in one-word context. Commentary intended for the teacher indicates potential trouble spots for Vietnamese learning English. The supplement for Book II (25 lessons) treats English consonant clusters. Exercises are of the simple repetition and minimal-pair types. (CLK)

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SUPPLEMENTARY PRONUNCIATION DRILLS

FOR

ENGLISH FOR TODAY

BOOK II

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THE CONSONANT SOUNDS

In English there are twenty-five consonant sounds. Sixteen of these sounds occur in eight pairs; each pair is produced in the same way except that one sound is voiceless and the other is voiced. A sound is voiceless, or without voice, when there is no vibration of the vocal cords; a sound is voiced when one hears the voice because of the vibration of the vocal cords. The voiceless sounds are usually accompanied by a puff of air known as aspiration; there is no aspiration with a voiced sound.

All the vowel sounds and most of the consonant sounds are voiced. Except for the three nasal sounds, /m/, /n/, and /ŋ/, the velum closes the passage of the nose so that the air escapes through the mouth. The chart below shows all the consonant sounds in graphic form. All the sounds inside the box are voiced; the sounds outside the box are voiceless.

VOICELESS			VOICED			
1.	pen	[p]	[b]	Ben	10. [l]	Law
2.	two	[t]	[d]	do	Nasals	
3.	cold	[k]	[g]	gold	11. [m]	my
4.	fine	[f]	[v]	vine	12. [n]	no
5.	thin	[θ]	[ð]	then	13. [ŋ]	sing
6.	Sue	[s]	[z]	zoo	Glides	
7.	mission	[ʃ]	[ʒ]	vision	14. [r]	are; Red
8.	cheap	[tʃ]	[dʒ]	jeep	15. [y]	yes
9.	he	[h]			16. [w]	we

Vietnamese students have difficulty with the following consonant sounds:

1. Initial /p/, /y/, /r/
2. /k/ and /n/ after /u/, /o/, /w/
3. /l/ and /r/ sounds
4. Final voiced consonants
5. All consonant clusters

By knowing in advance some of the difficulties your students will encounter, you might plan to give more emphasis to those sounds predicted as troublesome.

THE SPEECH ORGANS

L - lip

TR - toothridge

HP - hard palate

V - velum

VC - vocal cords

Tongue:

Tip - (blackened)

F - front

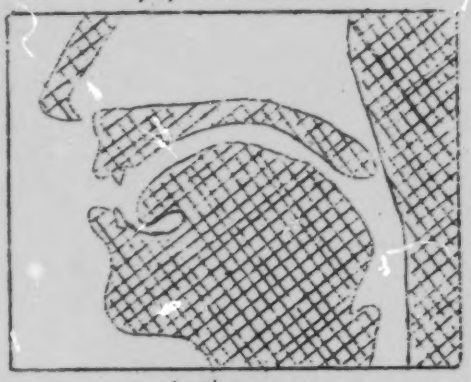
M - middle

B - black

LESSON I

/ S / and / Z / Sounds

/s/ voiceless



/z/ voiced

Tip of tongue may touch lower teeth; front of tongue near toothridge, allowing air to escape over narrow front surface of tongue; some aspiration in all positions of /s/; a hissing sound /s/ or a buzzing sound /z/.

It may be helpful in the production stage to point out to the students that the difference lies in 'voicing'. i.e, /z/ occurs with vibration of the vocal bands whereas /s/ occurs without this vibration. Hence /z/ is classified as a 'voiced' sound and /s/ is classified as a 'voiceless' sound. The tongue position for both is the same.

A. LISTEN, THEN REPEAT

sue - zoo	see - Z	sip - zip	ice - eyes
bus - buzz	hiss - his	niece - knees	piece - peas
cease - sees	decrease - decrees	close - close	scion - Zion
dice - dies	price - prize	loose - lose	face - phase
sink - zinc			

B. Repetition of the words in columns 1 ane 2 below in pairs.

1. /s/		2. /z/	
/siŋ/	sing	/ziŋ/	zing
/suw/	Sue	/zuw/	zoo
/sip/	sip	/zip/	zip
/siy/	see	/ziy/	Z
/seyn/	sane	/zeyn/	zane
/sowr/	soar	/zowr/	zoar

C. LEARN TO DISTINGUISH BETWEEN /s-/ and /z-/ in both hearing and pronouncing.

	1. /s-/		2. /z-/	
'Sue'	[suw	-	zuw]	'zoo'
'C'	[siy	-	ziy]	'Z'
'sip'	[sip	-	zip]	'zip'
'sing'	[siŋ	-	ziŋ]	'zing'
'sown'	[sown	-	zown]	'zone'
'lacy'	[leysiy	-	leyziy]	'lazy'

D. Which are the same?

sing - sing - zing	(1,2)	lacy - lacy - lazy	(1,2)
Sue - zoo - Sue	(1,3)	lazy - lacy - lazy	(1,3)
zing - sing - sing	(2,3)	sip - zip - zip	(2,3)
zoo - zoo - zoo	(1,2,3)	sing - sing - sing	(1,2,3)
sip - zip - sip	(1,3)	zoo - Sue - zoo	(1,3)
sown - zone - zone	(2,3)	Sue - Sue - zoo	(1,2)
'C' - 'C' - 'Z'	(1,2)	Sue - zoo - Sue	(1,3)

E. Learn to distinguish between /-s/ and /-z/ at the end of words.

	1. /-s/		2. /-z/	
ice	[ays	-	ayz]	eyes
bus	[bəs	-	bəz]	buzz
hiss	[his	-	hiz]	his
loose	[luws	-	luwz]	lose
niece	[niys	-	niyz]	knees
race	[meys	-	meyz]	maize

F. SENTENCES FOR PRACTICE AND MEMORIZATION

Learn to pronounce these sentences by imitating the teacher.

1. I see a zero.
2. I see Susie.
3. Sue saw a zoo.
4. She goes to the zoo to see the animals.
5. Sara's your sister, isn't she?
6. His suit is the same as this one.
7. What size dress does Susie wear?

LESSON II

/ K / and / G / Sounds

/k/ voiceless

//g/ voiced

Tip of tongue touches nothing; back of tongue on velum, then released; strong aspiration at beginning of words for /k/.

A. The consonant sound /k/.

Practice the following common words containing the "K sound" /k/, as in <u>come</u>.

LISTEN, THEN REPEAT:

<u>come</u>	talk	take	back
welcome	call	make	key
instruction	car	like	came
American	coffee	can	cat
buckle	lock	check	cake
luck	book	breakfast	steak

B. The consonant sound /g/.

Practice the following common containing the "G sound" /g/, as in <u>get</u>.

LISTEN, THEN REPEAT:

<u>get</u>	forget	girl	sugar
give	again	go	cigarette
guess	begin	garden	magazine
game	egg	good	dog
guest	big	August	dialogue

C. Learn to pronounce these words correctly. Imitate the teacher.

/ g /

gum	[gəm]	gun	[gən]	game	[geym]
get	[get]	Gus	[gəs]	goose	[guws]
got	[gat]	gone	[gan]	gate	[geyt]
go	[gow]	good	[gud]	guess	[ges]
goat	[gowt]	guy	[gay]	girl	[grl]

D. Drill for the production fo final / -g /. Imitate the teacher.

1. dig it, dig it, dig it, DIG
2. beg it, beg it, beg it, BEG
3. leg it, leg it, leg it, LEG
4. tag it, tag it, tag it, TAG

E.1.Choral and individual pronunciation of the words in column 1: Make sure the /k/ is aspirated.

2.Choral and individual pronunciation of the words in column 2:

3. Choral and individual pronunciation fo the following words in pairs:

1 /k/		2 /g/	
/kæp/	cap	/gæp/	gap
/kəm/	come	/gən/	gum
/kud/	could	/gud/	good
/kat/	cot	/gat/	got
/kowt/	coat	/gowt/	goat
/keyn/	cane	/gayn/	gain
/kəll/	cull	/gəl/	gull
/kəl/	call	/gəl/	gall

F. LISTEN, THEN REPEAT:

come - gum	Kay - gay	pick - pig	muck - mug
cull - gull	Kate - gate	plucked - plugged	bicker - bigger
call - gall	could - good	curl - girl	duck - dug
cane - gain	luck - lug	lacking - lagging	leak - league

G. /k/ and /g/ at the end of words.

Learn to distinguish between /k/ and /g/ in these words:

	1. /-k/		2. /-g/	
duck	[dək	-	dəg]	dug
buck	[bək	-	bəg]	bug
leak	[liyk	-	liyg]	league
Dick	[dik	-	dig]	dig
beck	[bɛk	-	bɛg]	beg
lock	[lak	-	lag]	log
back	[bæk	-	bæg]	bag
tack	[tæk	-	tæg]	tag

H. Which are the same?

Dick - Dick - dig (1,2)		leak - league - leak	(1,3)
dig - Dick - Dick	(2,3)	bag - bag - bag	(1,2,3)
duck - dug - duck	(1,3)	Dick - Dick - dig	(1,2)
back - bag - bag	(2,3)	beck - beck - beg	(1,2)
back - back - bag	(1,2)	duck - dug - duck	(1,3)
buck - buck - bug	(1,2)	leak - league - leak	(1,3)

I. SENTENCES with /k/.

1. Most Americans have coffee for breakfast.
2. Where can I cash a check?
3. Call me at six o'clock.
4. Is he looking for work in a factory?

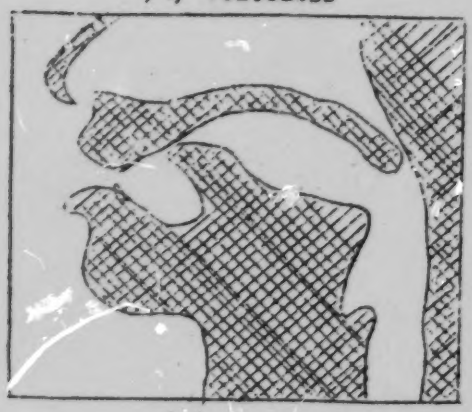
J. SENTENCES with /g/.

1. I see a dog.
2. I see his leg.
3. I see an egg.
4. The girl got eggs, cigarettes, and sugar.
5. Don't forget to study the dialogue.
6. Are you going to begin your vacation in August?
7. Is the weather good for your garden?

LESSON III

/ T / and / D / Sounds

/t/ voiceless



/d/ voiced

Tip of tongue on toothridge, then released; sides of tongue touching upper teeth; strong aspiration at beginning of words for /t/.

A. The Consonant Sound /t/.

Practice the following common words containing the "T sound" /t/, as in tell, little, button.

LISTEN, THEN REPEAT:

I	II	III	IV
tell	not	little	button
T	get	better	mountain
to, too, two	cigarette	butter	bitten
12, 10	wet	later	written
talk	sit	eating	satin
tall	let	sitting	gotten

B. The Consonant Sound /d/.

Remember that in English, the "D sound" is made by the tip of the tongue touching the ridge just above and behind the upper teeth. The tongue does not touch the teeth. The "D sound" is voiced like /v/.

Practice the following common words containing the "D sound" /d/ as in day.

LISTEN, THEN REPEAT:

day	don't	good	hold
D	dollar	bad	old
do	doing	could	hand
did	didn't	would	mind
done	idea	should	need
doctor	anybody	had	road
December	condition	find	hard

C. /t/ and /d/ in initial position.

1. Pronounce the pairs of words below:

2. Ask the students to describe these two sounds in initial position. Briefly remind them of the production: voiceless and voiced alveolar stops with aspiration accompanying /t/. Use facial diagrams.

3. Choral and individual pronunciation of the following words in pairs. Make sure that the students aspirate the initial /t/.

1 /t/		2 /d/	
/tay/	tie	/day/	die
/tuw/	to	/duw/	do
/tɛl/	tell	/dɛl/	dell
/tɛn/	ten	/dɛn/	den
/tawn/	town	/dawn/	down
/tək/	tuck	/dək/	duck

D. /-t/ and /-d/ in final position.

Learn to distinguish between /-t/ and /-d/ at the end of these words:

	1. /-t/		2. /-d/	
'seat'	[siyt	-	siyd]	'seed'
'neat'	[niyt	-	niyd]	'need'
'feet'	[fiyt	-	fiyd]	'feed'
'set'	[sɛt	-	sɛd]	'said'
'bet'	[bɛt	-	bɛd]	'bed'
'not'	[nat	-	nad]	'nod'
'sit'	[sit	-	sid]	'Sid'
'bat'	[bæt	-	bæd]	'bad'

E. Which are the same?

but - but - bud	(1,2)		bat - bad - bat	(1,3)	
but - bud - but	(1,3)		bet - bet - bed	(1,2)	
not - nod - nod	(2,3)		nod - nod - nod	(1,2,3)	
seat - seat - seed	(1,2)		sit - Sid - sit	(1,3)	
set - said - said	(2,3)		but - but - bud	(1,2)	
feed - feed - feed	(1,2,3)		bat - bad - bad	(2,3)	
sit - sit - Sid	(1,2)		set - set - said	(1,2)	

F. Listening practice, /-t/ vs. /-d/ in final position.

Same or different?

seat - seat	neat - need
seat - seed	bat - bat
bet - bed	bat - bad
set - said	need - neat
nod - nod	said - set
sit - sit	nod - nod
sit - Sid	seat - seed

G. SENTENCES with /t/.

1. Try to talk in English all the time.
2. Can you tell me the time?
3. You'd better put a little butter on it.
4. Is a better bottle of wine pretty expensive?
5. It was written by Mr. Sutton.
6. Don't button the bottom button of your jacket.

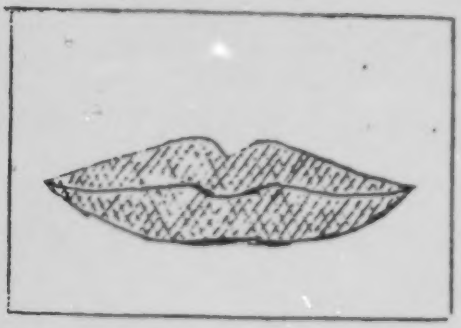
H. SENTENCES with /d/.

1. A <u>good</u> doctor wouldn't do that.
2. What day in December did he come?
3. I couldn't find the dollar I had.
4. Ted had a good idea, didn't he?

LESSON IV

/ P / and / B / Sounds.

/p/ voiceless



Lips closed, then open to release air; strong aspiration at beginning of words for /p/.

/b/ voiced

Difference between /b/ and /p/.

/b/ is voiced and /p/ is voiceless. Also, initial /p/ is strongly aspirated. /b/ is also slighty aspirated.

A. The Consonant Sound /p/.

Practice the following common words containing the "P sound" /p/, as in <u>person</u>.

LISTEN, THEN REPEAT:

person	piece	people	keep
p	pie	couple	hope
pay	pound	happen	up
possibly	suppose	open	map
put	pack	simple	cup

B. The Consonant Sound /b/.

Practice the following common words containing the "B sound" /b/, as in be.

LISTEN, THEN REPEAT:

be	big	about	Bob
B	Boston	possible	job
baby	bus	good-bye	cab
back	busy	October	best
but	billion	November	believe
by	bad	December	probably

C. Initial /p/ versus /b/.

1. Pronounce the words below in pairs. (Not for student repetition)

2. Ask the students what the initial sounds are in these words. Briefly remind them of the production of these two sounds: voiceless and voiced bilabial stops with aspiration accompanying initial /p/.

3. Choral and individual pronunciation of the words below in pairs. Make sure the students aspirate the initial /p/.

/pæn/	pan	/bæn/	ban
/powl/	pole	/bowl/	bowl
/pil/	pill	/bil/	bill
/pæd/	pad	/bæd/	bad
/pit/	pit	/bit/	bit
/pey/	pay	/bey/	bay
/pay/	pie	/bay/	buy

D. Pronunciation of final /p/ and /b/.

1. Drills for recognition of /p/ and /b/ using the words from columns 1 and 2 below: (item #4)

2. In order to help the students pronounce /b/ in final position, ask them to pronounce the following drill words several times.

tab it	tab it	tab it	tab
rub it	rub it	rub it	rub
stab it	stab it	stab it	stab
grab it	grab it	grab it	grab
dab it	dab it	dab it	dab
rob it	rob it	rob it	rob
mob it	mob it	mob it	mob
club it	club it	club it	club

3. Choral and individual repetition of the words below (item #4) in pairs:

4. Opposite response drill using the following words. If the students have difficulty in hearing or producin the final /b/ versus /p/ at this stage, repeat all of the foregoing drills.

1. /p/		2. /b/	
/kæp/	cap	/kæb/	cab
/tæp/	tap	/tæb/	tab
/rip/	rip	/rib/	rib
/kap/	cop	/kab/	cob
/map/	mop	/mab/	mob
/kəp	cup	/kəb/	cub
/nip/	nip	/nib/	nib

E. Learn to distinguish between /b/ and /p/.

	1. /b/		2. /p/	
Ben	[bɛn	-	pɛn]	pen
bun	[bən	-	pən]	pun
bin	[bin	-	pin]	pin
bit	[bit	-	pit]	pit
but	[bət	-	pət]	putt
bet	[bɛt	-	pɛt]	pet
ban	[bæn	-	pæn]	pan

F. Words in Contrast /p/, /b/.

LISTEN, THEN REPEAT:

pay - bay	pin - bin	maple- Mabel	sopping-sobbing
nip - nib	mop - mob	napped - nabbed	putt - but
pie - by	pound- bound	pack - back	cup - cub
Pete- beet	pet - bet		

G. SENTENCES with /p/.

1. Please pay the cashier.
2. I'd like a piece of apple pie and a cup of coffee, please.
3. Paul, did you put the paper on the desk?
4. Don't push other people.

H. SENTENCES with /b/.

1. Better and best begin with B.
2. Bob's from Boston, I believe.
3. Isn't this new building beautiful?

I. SENTENCES with /p/ and /b/.

1. The program will probably begin about eight o'clock.
2. Pears and bananas are both fruits, but potatoes are vegetables.
3. Paul, you'd better buy this paper.
4. Which bus goes to the Capitol?

LESSON

LESSON V

REVIEW OF LESSONS I - IV

****

LESSON VI

/ F / and / V / SOUNDS

/f/ voiceless

/v/ voiced

Lower lip touches edge of upper teeth, allowing air to escape between lip and teeth; some aspiration in all positions of /f/.

A. The Consonant Sound /f/.

Practice the following common words containing the "F sound" /f/, as in fine.

LISTEN, THEN REPEAT:

fine	four	coffee	life
for	five	different	off
first	fourteen	awful	if
find	fifteen	information	laugh
family	forty	telephone	loaf

B. The Consonant Sound /v/:

very	visit	November	live
V	vegetable	of	five
verb	seven	over	move
vowel	eleven	ever	have
vacant	seventeen	every	leave
vacation	seventy	never	believe
value	evening	several	twelve

C. Initial /f/ and /v/.

1. Pronounce the following pairs of words. (not for student repetition).

2. Ask the students what these initial sounds are. Briefly remind them of the production of /f/ and /v/; voiceless and voiced labio-dental fricatives in which the lower lip touches the cutting edge of the upper teeth.

3. Choral and individual pronunciation of the following words in pairs:

1		2	
/ f /		/ v /	
/fæn/	fan	/væn/	van
/fayn/	fine	/vayn/	vine
/fæt/	fat	/væt/	vat
/fiyl/	feel	/viyl/	veal
/fend/	fend	/vend/	vend
/fayl/	file	/vayl/	vile
/ræfəl/	raffle	/rævəl/	ravel

D. Pronunciation of /f/ and /v/ in final position

1. Drills for recognition of /f/ and /v/ using the following words:

1 / f /		2 / v /	
/hæf/	half	/hæv/	have
/weyf/	waif	/weiv/	wave
/liyf/	leaf	/liyv/	leave
/dɔf/	duff	/dɔv/	dove
/bəliyf/	belief	/bəliyv/	believe
/fayl/	file	/fayv/	five
/seyf/	safe	/seyv/	save
/θiyf/	thief	/θiyv/	thieve

E. Learn to distinguish between the sounds of /f/ and /v/ at the end of these words.

1 /-f /			2 /-v /	
leaf	[liyf	-	liyv]	leave
file	[fayf	-	fayv]	five
safe	[seyf	-	seyv]	save
waif	[weyf	-	weyv]	wave
half	[hæf	-	hæv]	have
thief	[θiyf	-	θiyv]	thieve
duff	[dɔf	-	dɔv]	dove
belief	[bəliyf	-	bəliyv]	believe

F. WORDS IN CONTRAST

Now you will hear some pairs of words which differ only in having the "F sound" /f/, as in fine, or the "V sound" /v/, as in vine. Remember that the position of the lips and teeth is the same for these two sounds. The only difference is that /f/ is voiceless, like /t/, and /v/ is voiced, like /d/. In the pairs below, the first first word has /f/, and the second word has /v/.

LISTEN, THEN REPEAT:

fine - vine	life - live	leaf - leave	fan - van
belief - believe	file - vile	fee - V	few - view
feel - veal	fat - vat	half - halve	shuffle - shovel
raffle - ravel	feign - vane	fear - veer	foil - voile

G. Phrases for practice.

Learn to pronounce these phrases as one unit. Imitate the teacher.

1. EVERY EVENING
2. SEVEN ELEVEN
3. VERY WELL
4. FIVE OF SEVEN
5. ON VALLEY AVENUE

H. SENTENCES with /f/.

1. They went to the cafeteria for some coffee.
2. California has a fine climate.
3. This room has comfortable furniture.
4. If you don't know the telephone number, call Information.

I. SENTENCES with /v/.

1. I live very near Avery Avenue.
2. All English vowels are voiced.
3. Have you ever visited Vicksburg?
4. Five and seven make twelve.

(5 + 7 = 12)

LESSON VII

/ θ / and / ð /

[θ] voiceless

Broad tip and front of tongue visible between teeth; air escapes between tongue and teeth; some aspiration in all positions of [θ].

[ð] voiced

In English, the letters TH represent two different sounds: the "voiced TH sound" as in they, and the "voiceless TH sound" as in think. Both sounds are made by putting the tongue between the teeth, but the sound written /θ/ is voiceless, like /f/, and the sound written /ð/ is voiced, like /v/.

A. The Consonant Sound / θ /.

Practice the following common words containing the "voiceless TH sound" /θ/, as in think.

LISTEN, THEN REPEAT:

think	thirteen	month	theater
thought	thirty	mouth	anything
thanks	third	south	everything
thorough	thousand	healthy	nothing
thumb	thing	wealthy	mathematical

The voiceless TH sound is the last sound in a number of nouns. SAY:

warm- warmth (noun) strong-strength (n.) long-length(n.) wide-width(n.)

heal - health (n.) deep - depth (n.) breathe-breath (n.)

The suffix -TH is used to make the adjective forms of the numbers, beginning with 4. SAY:

4th 5th 6th 7th 8th 9th 10th 11th 12th 13th 14th 15th 20th 50th 100th 1000th.

B. The Consonant Sound /ð/.

The "voiced TH sound" is the first sound in a very small number of English words (around twenty), but many of these words are used with great frequency. The common words are given in the first three columns (I, II, III) below. Words in the fourth column (IV) are archaic or rare.

Practice the following common words with the "voiced TH sound" as in they.

LISTEN, THEN REPEAT:

I	II	III	IV
the	they	then	thou
this	them	than	thee
that	their	thus	thy
these	theirs	though	thine
those	there	therefore	thither, thence

The voiced TH sound is also found in the middle of words, and at the end of words where it is regularly spelled -THE (Exceptions: smooth, and sometimes with.)

LISTEN, THER REPEAT:

mother	another	northern	either
father	rather	southern	neither
brother	bother	smoother	bather
weather	whether	smooth(e)	bathe

C. WORDS IN CONTRAST

Now you will hear some pairs of words which differ in having the "voiceless TH sound" /θ/, as in think, or the "voiced TH sound" /ð/, as in they. The first word has /θ/; the second word has /ð/.

LISTEN, THEN REPEAT:

thigh - thy mouth(n.) - mouth(v.) teeth - teethe ether - either

wrath - rather sooth - soothe wreath - wreathe sheath - sheathi

zither - dither lath - lather

D. Pronunciation of /θ/ versus /ð/.

1. Pronounce the following words. Notice the sound /θ/ at the beginning of each word.

/θɪn/	thin	/θɔt/	thought
/θɪŋ/	thing	/θɔm/	thumb
/θæŋk/	thank		

2. Pronounce the following words. Notice the sound /ð/ at the beginning of each word.

/ðæn/	than	/ðey/	they
/ðɛr/	there	/ðow/	though
/ðɛn/	then		

3. Explain that /θ/ is voiceless and /ð/ is voiced. Students may cover their ears with their hands while pronouncing /θ/ and /ð/. For the former there will be no humming; for the latter there will be humming, or vibration.

4. Choral and individual pronunciation of the following words in columns:

/θ/		/ð/	
/θɪn/	thin	/ðæn/	than
/θɪŋ/	thing	/ðɛr/	there
/θæŋk/	thank	/ðɛn/	then
/θɔt/	thought	/ðey/	they
/θɔm/	thumb	/ðow/	though

5. Pronounce the following sentences.

/ðɪs wəz ə say/	This was a sigh.
/ðɪs wəz ə tay/	This was a tie.
/ðɪs wəz ə θay/	This was a thigh.

E. Sentences with /θ/.

1. Let's thank her for the theater tickets.
2. Thick and thin mean opposite things.
3. Does the month of June have thirty days, or thirty-one?
4. I thought I'd go south, not north.

F. Sentences with /ð/.

1. My brothers did that themselves.
2. Their car is better than this one.
3. Are they going there some other day, Mother?
4. Although these southern cities have better weather, I'd rather visi the northern ones.

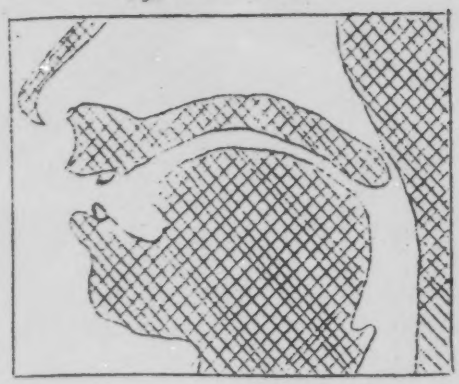
G. Sentences with /θ/ and /ð/.

1. This is the third toothbrush I've lost this month.
2. The baby's teething, so her mouth is rather sore.
3. Congratulations! You're the thousandth person to visit this theat
4. Would you rather have gas or ether?
5. Neither gas nor ether—no anesthetics, thanks.
6. They have to think this thing through.

LESSON VIII

/ʃ/ and /ʒ/

[ʃ] voiceless



[ʒ] voiced

Tip of tongue receded; middle of tongue raised toward hard palate and spread laterally, with sides touching upper teeth; air escapes over broad front surface of tongue; some aspiration in all positions of [ʃ].

A. The Consonant Sound [ʃ]

The "SH sound" in English is made with the tip of the tongue close to the ridge behind the upper teeth, but not touching it. The tongue is curved; that is, the sides are higher than the middle. The lips are pushed out a little. The /ʃ/ is voiceless, like /t/.

Practice the following common words containing the "SH sound", /ʃ/ as in she.

LISTEN, THEN REPEAT:

she	short	direction	wish
shall	show	instructions	wash
should	shouldn't	special	cash
shoe	Chicago	examination	cashier
sure	shower	nation	shave
sugar	shop	national	shine

B. The Consonant Sound [ʒ]

The "ZH sound" in English is made with the tip of the tongue close to the ridge just behind the upper teeth, but not touching it. The tongue is curved; that is, the sides are higher than the middle. The lips are often pushed out a little. The "ZH sound" is voiced, like /d/. This sound occurs in the middle and at the end of English words, but not at the beginning.

Practice the following common words containing the "ZH sound" /ʒ/, as in measure.

LISTEN, THEN REPEAT:

measure	division	collision	garage
vision	confusion	decision	beige
pleasure	conclusion	leisure	rouge

C. WORDS IN CONTRAST

Now you will hear some pairs of words which differ in having the "SH sound" /ʃ/, as in Aleutian, or the "ZH sound" /ʒ/, as in allusion. Remember that the mouth position is the same for these sounds, but /ʃ/ is voiceless, like /t/, and /ʒ/ is voiced, like /d/.

LISTEN, THEN REPEAT:

ruche - rouge mesher-measure Asher-azure fission-vision

Aleutian - allusion glacier-glazier dilution-delusion Confucian-confusic

D. LISTEN, THEN REPEAT:

[ʃ] she, sharp, short, nation, machine

[ʒ] azure, pleasure, measure, vision, garage

E. SENTENCES /ʃ/

1. She has some new dishes.
2. The instructions should show you how to use the machine.
3. Shall we wash our clothes, or brush them?
4. I wish my shoes were shined!

F. SENTENCES /ʒ/

1. I have to measure the garage.
2. The collision occured because of the driver's poor vision.

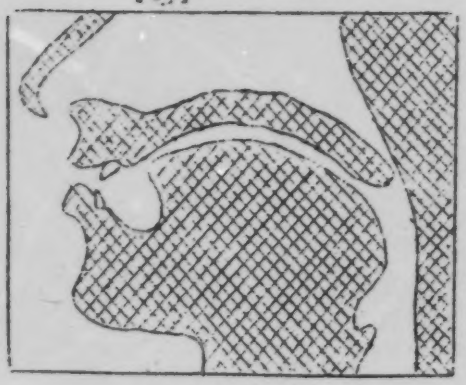
C. SENTENCES /S/ and /3/

1. It's a pleasure to see you, Mr. Shaw.
2. Could you give me directions to the Treasury Building?
3. After making an examination, the doctor will give his decision.
4. She wore a beige suit, and red shoes.

LESSON IX

[tʃ] and [dʒ]

[tʃ] voiceless



Tip of tongue on toothridge; middle of tongue touching hard palate and spread laterally, with sides touching upper teeth ; air escapes against upper teeth with release of tongue tip; aspiration in all positions for [tʃ].

[dʒ] voiced

A. The Consonant Sound [tʃ]

Practice the following common words containing the "CH sound" [tʃ] as in <u>child</u>.

LISTEN, THEN REPEAT:

<u>child</u>	check	teacher	much
children	chair	lecture	watch
chicken	cheap	furniture	teach
cheese	chin	actual	such
change	choose	luncheon	H

B. The Consonant Sound [dʒ]

Practice the following common words containing the sound /dʒ/, as in <u>job</u>.

LISTEN, THEN REPEAT:

<u>job</u>	joke	vegetable	large
G, J	Jack	subject	marriage
January	James	religion	George
June	jazz	engine	judge
July	germ	soldier	package
just	general	Georgia	language

C. Some English names beginning with /dʒ/.
Learn to pronounce these names:

1. FIRST NAMES

Boys' names		Girls' names		FAMILY NAMES	
[dʒan]	John	[dʒuwn]	June	[dʒansən]	Johnson
[dʒɪm]	Jim	[dʒeyn]	Jane	[dʒæksən]	Jackson
[dʒæk]	Jack	[dʒoys]	Joyce	[dʒeymz]	James
[dʒordʒ]	George	[dʒiyn]	Jean	[dʒeŋkɪnz]	Jenkins
[dʒow]	Joe	[dʒown]	Joan	[dʒownz]	Jones

D. Learn to distinguish between /tʃ/ and /dʒ/.

	1. /tʃ/		2. /dʒ/	
chin	[tʃɪn	-	dʒɪn]	gin
chew	[tʃuw	-	dʒuw]	Jew
chill	[tʃɪl	-	dʒɪl]	Jill
chain	[tʃeyn	-	dʒeyn]	Jane
choke	[tʃowk	-	dʒowk]	joke
Chet	[tʃɛt	-	dʒɛt]	jet
chip	[tʃɪp	-	dʒɪp]	gyp
cheap	[tʃiyp	-	dʒiy]	jeep
choice	[tʃoys	-	dʒoys]	joyce

E. Pronounce the following words.

/tʃ/ chair, chalk, child, much, teach, picture

/dʒ/ John, judge, June, July, George, large

/tʃ/ much, lunch, which, choose, teacher, picture, question

/dʒ/ John, juice, enjoy, subject, college, majority, generally

F. WORDS IN CONTRAST

Remember that the /tʃ/ and /dʒ/ are alike, except that /tʃ/ is voiceless like /t/, and /dʒ/ is voiced like /d/.

Now you will hear some pairs of words which differ in having the "CH sound" /tʃ/, as in chin, or the"J sound" /dʒ/, as in gin.

LISTEN, THEN REPEAT:

chin-gin	cheep-jeep	etching-edging	batch-badge
larch-large	chew-Jew	chest-jest	choke-joke
match-Madge	Chet-jet		

G. Learn to distinguish between /tʃ/ and /dʒ/ in final position.

	1. /tʃ/		2. /dʒ/	
"H"	[eytʃ	-	eydʒ]	age
etch	[ɛtʃ	-	ɛdʒ]	edge
rich	[rɪtʃ	-	rɪdʒ]	ridge
batch	[bætʃ	-	bædʒ]	badge
match	[mætʃ	-	mædʒ]	Madge

H. SENTENCES with /tʃ/

1. The child was born in March.
2. Do you want a cheese sandwich or a chicken sandwich?
3. Which lecture did the teacher go to?
4. Don't choose a cheap watch.

I. SENTENCES with /dʒ/.

1. June, July, and January begin with J.
2. We have orange juice, grapefruit juice, and pineapple juice.
3. Did Jack and Joe just come?
4. George got a job selling vegetables.

J. SENTENCES with /tʃ/ and /dʒ/.

1. The children had vegetables and fruit for lunch.
2. George bought that chair last July.
3. Which subject does Mr. Jackson teach?
4. Did Charles and Joe enjoy the lecture?

LESSON X

REVIEW OF LESSONS VI - IX

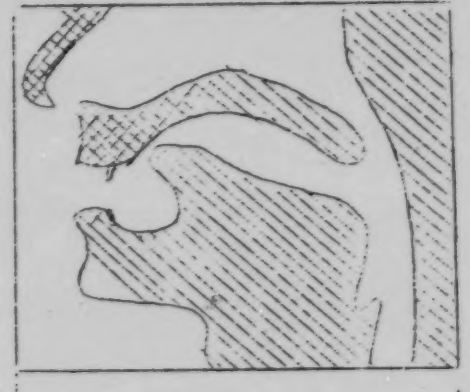
LESSON XI

/ m /, / n /, / ŋ /

[m] voiced

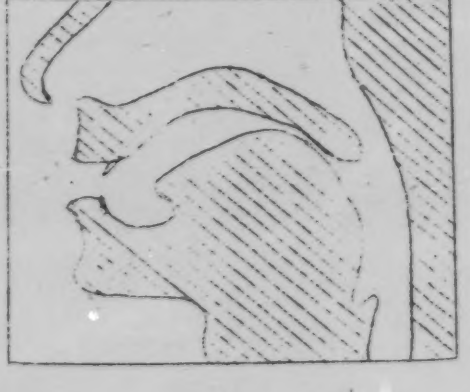
Lips closed; lips released for following vowel, but not at end of word; velum open for air to escape through nasal passage.

[n] voiced



Tip of tongue on toothridge as for /t/, /d/, and /l/; tip of tongue released for following vowel, but not at end of word; velum open for air to escape through nasal passage.

[ŋ] voiced



Back of tongue on velum as for /k/ and /g/, but not released at end of word; velum open for air to escape through nasal passage.

A. The Consonant Sound /m/.

Practice the following common words containing the "M sound" /m/, as in much.

LISTEN, THEN REPEAT:

much	Miss	summer	same
many	Mrs.	coming	some
maybe	Mr.	September	come
man	might	November	seem
morning	mimute	December	time

B. The Consonant Sound /n/.

Practice the following common words containing the "N sound" /n/, as in need.

LISTEN, THEN REPEAT:

need	afternoon	one	men
nice	evening	seven	women
know	Sunday	nine	in
new	Monday	ten	can
not	running	fourteen	then

C. Choral and individual pronunciation of the following:

/n/

[nɛt]	net	[nɪp]	nip
[naym]	nine	[nowm]	gnome
[now]	no	[niy]	knee
		[nak]	knock

D. Pronunciation of /n/ in final position

/n/

[tɛn]	ten	[bowm]	bone
[pɪn]	pin	[fowm]	phone
[sɪn]	sin	[fɔn]	fawn
[peyn]	pain	[kuwn]	coon
[bɪn]	bin		

E. The Consonant sound /ŋ/.

LISTEN, THEN REPEAT:

thing	bringing
young	singing
song	ringing
wrong	hanging
sing	swinging

F. Pronunciation of /n/ and /ŋ/.

1. Pronounce the following pairs of words.

2. Ask the students what the final sounds of each pair are. Briefly explain to them that these are alveolar and velar nasals. (Both /n/ and /ŋ/ occur in Vietnamese.)

3. Choral and individual pronunciation of the following pairs.

4. Opposite response drills using the following pairs of words:

1 /-n/		2 /-ŋ/	
[ræn]	ran	[ræŋ]	rang
[rən]	run	[rəŋ]	rung
[sən]	sun	[səŋ]	sung
[θɪn]	thin	[θɪŋ]	thing
[lɔn]	lawn	[lɔŋ]	long
[bɪn]	bin	[bɪŋ]	bing
[bæn]	ban	[bæŋ]	bang

G. Pronounce the following words:

Miss, map, my, meet, man, name, time

no, not, name, night, now, nurse, near, nine, fine

sing, young, long, morning, ceiling, playing

H. CONSONANTS /m n ŋ/

Now you will hear some pairs or groups of words which differ in their nasal sound. Each word has one of the following: the "M sound" /m/, as in ram, the "N sound" /n/, as in ran, and the "NG sound" /ŋ/, as in rang.

LISTEN, THEN REPEAT:

mice-nice	dime-dine	kin-king	Kim-kin-king
sing-ding	thin-thing	rum-rung	rum-run-rung
rang-ran-ram	lan-tang	thin-thing	lawn-long

I. LISTEN, THEN REPEAT:

Sentences with /n/.

1. My mother goes to Maine every summer.
2. Maybe Mr. Manning lives on Maple Street.
3. How many women make this much money?
4. What time is it, Miss Hamilton?

J. Sentences with /n/.

1. I need a new pen.
2. Do you know her name?
3. On Sunday evening, there's a concert at the National Gallery.
4. When can Mr. Nelson come?

/l/ and /r/

/l/ voiced

Tip of tongue on toothridge the same as for /t/ and /d/; tip of tongue released for following vowel, but not at end of word; middle of tongue low with sides free for air to escape laterally.

/r/ voiced

Mouth slightly open; tip of tongue raised and curved backward (retroflex position) but not touching anything; sides of tongue touching back teeth; impossible to pronounce alone.
Final r: tongue glides from vowel sound backward to position for r.
Initial r: from the r position, tongue glides forward to position for following vowel sound.

A. The Consonant Sound /r/.

Initial /r/ usually occurs with lip rounding in English. Where /r/ is followed by a back vowel (e.g.) [uw - v - ow - ɔ] the lip rounding continues into the vowels sound. No problem here. But where /r/ occurs before an unrounded vowel (all front and central vowel) the lips must be quickly unrounded for the vowel sound. Otherwise the student may pronounce 'read' as /ruw-iyd/ instead of /riyd/. Because of the similarly in lip rounding some students may tend to say /w/ for /r/.

LISTEN, THEN REPEAT:

right	run	ready	wrap
read	real	red	restaurant
ring	rice	rock	rich
railroad	radio	wrote	really
room	rain	remind	rates

B. IMITATION DRILLS

1. The /r/ sound at the beginning of words.

Learn to pronounce these syllables and words. Listen to the teacher watch his mouth and imitate.

[ruw - ruwt]	'root'	[re - reŋ]	'rung'
[ruw - ruwm]	'room'	[rɑ - rɑk]	'rock'
[row - rowd]	'road'	[riy - riyd]	'read'
[rɔ - rɔ]	'raw'	[rɪ - rɪŋ]	'ring'
[rɔ - rɔŋ]	'wrong'	[rey - reyn]	'rain'
[roy - roy]	'Roy'	[rɛ - rɛd]	'red'
[rə - rən]	'run'	[ræ - ræt]	'rat'
[ray - rayt]	'right'	[ray - rayt]	'write'

2. /r/ in the middle of words.

[tériy]	'Terry'	[mɑ́riy]	'marry'
[bériy]	'berry'	[lɑ́riy]	'Larry'
[mériy]	'merry'	[hɑ́riy]	'Harry'
[vériy]	'very'	[kɑ́riy]	'carry'
[mériy]	'Mary'	[sɑ́riy]	'sorry'

3. Sentences for practice.

1) Run, Roy, run!
2) Larry likes rice.
3) He runs in the rain.
4) Mary will marry Harry.
5) The rat ran around the room.

C. The pronunciation of [-r] at the end of words.

The purpose of the following drill is to help you to pronounce /r/ at the end of words. The symbol / : / indicates that the preceding vowel sound is long.

1. [-or]

[tórə tórə tórə tɔ:r] tore

[pórə pórə pórə pɔ:r] pour

[fórə fórə fərə fɔ:r] four

[mórə mórə mórə mɔ́:r] more

[dórə dórə dórə dɔ́:r] door

2. [-ar]

[árə árə árə a:r] are

[kárə kárə kárə ka:r] car

[fárə fárə fárə fá:r] far

[bárə bárə bárə bá:r] bar

[ʤárə ʤárə ʤárə ʤá:r] jar

3. [-uwr]

[túwrə túwrə túwrə túw:r] tour

[púwrə púwrə púwrə púw:r] poor

[ʃúwrə ʃúwrə ʃúwrə ʃúw:r] sure

4. [-eyr]

[kéyrə kéyrə kéyrə kéy:r] care

[féyrə féyrə féyrə féy:r] fair

[tʃéyrə tʃéyrə tʃéyrə tʃéy:r] chair

[hwéyrə hwéyrə hwéyrə hwey:r] where

[héyrə héyrə héyrə hey:r] hair

[ðéyrə ðéyrə ðéyrə ðey:r] there

D. The Consonant Sound / l /.

Practice the following common words containing the "L sound" /l/, as in <u>let</u> and <u>call</u>.

LISTEN, THEN REPEAT:

<u>let</u>	look	eleven	well
like	low	million	all
last	lie	billion	feel
letter	law	hello	sell
late	lose	July	call

E. The "L" scund before vowels.

1. Repeat the following words after the teacher:

Lee	lay	like	line
Lou	low	let	loud
Lynn	law	light	loan

2. The "L" scund AFTER vowels.

Learn to prcncunce these words correctly by listening to and then imitating the teacher.

[ɔ]	[uw]	[ay]
all	cool	I'll
call	tool	tile
ball	school	file
fall	fool	mile
wall	you'll	while
[ɪ]	[ɛ]	[iy]
ill	"L"	eel
kill	tell	feel
bill	bell	meal
fill	fell	she'll
pill	sell	he'll
will	well	real

F. The /l/ sound after the vowel /ey/ contrasted with /ɛ/

Learn to distinguish between the words of columns 1 and 2, both in hearing hearing and in prcncuncing.

	1. /ɛl		2. /eyl/	
"l"	[ɛl	-	eyl]	ale
tell	[tɛl	-	teyl]	tale
bell	[bɛl	-	beyl]	ball
fell	[fɛl	-	feyl]	fail
well	[wɛl	-	weyl]	whale
sell	[sɛl	-	seyl]	sale
yell	[yɛl	-	yeyl]	Yale

G. Now you will hear some pairs of words which differ in having the "L sound" /l/+ as in lie, or the "R sound" /r/ as in rye. The first word has /l/; the second word has /r/.

LISTEN, THEN REPEAT:

lie-rye	line-Rhine	low-row	mull-myrrh
dill-deer	look-rook	lock-rock	lake-rake
list-wrist	light-right	lobe-robe	lid-rid
loss-Ross	lace-race	sill-seer	boll-bore
nil-near	pole-pour		

H. Now you will hear some other pairs of words which differ in having the "L sound", as in lie, or the "R sound" /r/, as in rye. Here the first word has /r/, and the second word has /l/.

LISTEN, THEN REPEAT:

rid-lid	raid-laid	royal-loyal	reach-leech
ruse-lose	rip-lip	wrap-lap	rot-lot
road-load	rest-lest	root-loot	rag-lag
rear-rill	gore-goal	mire-mile	tore-tall
room-loom	rain-lane		

I. Pronunciation of /r/ contrasting with /l/

Pronounce the following words:

1 /r/		2 /l/	
[rɔ]	raw	[lɔ]	law
[row]	row	[low]	low
[rap]	rap	[lap]	lap
[rak]	rack	[lak]	lack
[riyp]	reap	[liyp]	leap
[riyd]	read	[liyd]	lead
[reyn]	rain	[leyn]	lane

J. SENTENCES with /r/.

1. It's raining rather hard today.
2. Are you ready to go, Robert?
3. Rachel's roommate is named Ruth.
4. Would you rather have a radio, or a record player?

K. SENTENCES with /l/

1. We all like to get letters.
2. Carolyn lives on Lowell Lane.
3. Do you feel well today?
4. Does he like to look at television?

L. SENTENCES with /r/ and /l/.

1. I like rare steak.
2. Rose didn't feel well yesterday.
3. Are you looking for a restaurant?
4. Remember to read lesson eleven.

LESSON XIII

/ y / and / w /

/y/ voiced	Tongue position for /i/; tongue glides quickly to position for following vowel sound; impossible to pronounce alone.
/w/ voiced	Lips and tongue in position for /u/; lips and tongue glide quickly to position for following vowel sound; impossible to pronounce alone.

A. The Consonant Sound /y/.

Practice the following common words containing the "Y sound" /y/, as in you.

LISTEN, THEN REPEAT:

you	year	yes	billion
your	usually	yesterday	young
January	use (v.)	yet	beyond
excuse	use (n.)	yellow	yard
United States	few	million	Yankee

B. LISTEN, THE REPEAT:

/y/ use, year, young, senior, million, popular, yeaterday

/y/ you, your, yes, year, young, yard, yellow, January(yu)

C. The Consonant Sound /w/.

The "W sound" in English is made with the lips rounded, and the tongue high and back, at the beginning of the sound. The sound is voiced, like /d/.
Practice the following common words containing the "W sound" /w/, as in week.

LISTEN, THEN REPEAT:

week	wait	won't	were
one	work	wonder	was
well	wish	welcome	willing
woman	will	window	weather
women	with	anyway	weight
want	would	warm	world

D. LISTEN, THEN REPEAT:

/w/

[waym]	wine
[wet]	wet
[weyl]	wait
[weyn]	wane
[wiy]	we
[west]	west
[went]	went

/w/ week, walk, work, word, one [wən], twelve, winter, window

/w/ Y /wa /, want, wait, wear, wife, watch, William

E. SENTENCES with /y/.

1. Do you use Practice Your English in class?
2. Is your sister younger than you?
3. Yale is a famous university in the United States.
4. Last year, they used to play tennis every day.

F. SENTENCES with /w/.

1. We always walk to work.
2. One day a week, we usually wash our clothes.
3. Why do you want to know?
4. The weather was warm this week, wasn't it?

LESSON XIV

/ h /

/h/ voiceless	A puff of air over the vocal cords; tongue and lips in position for following sound; pure aspiration, but light as a breath of air.

A. The Consonant Sound /h/.

The "H sound" in English is made by blowing out. The lips and tongue are in the position for the following sound.

Practice the following common words containing the "H sound" /h/, as in here.

LISTEN, THEN REPEAT:

here	hundred	house	hand
hear	home	head	habit
how	ahead	heavy	half
hello	help	heard	hair
high	hard	hot	heat
who	hope	horse	health
whose	hotel	heart	human

B. LISTEN, THEN REPEAT:

/h/ he, has, have, home, hard, how, who, housewife, homework hospital, one hundred

/h/ who,how, here, high, Helen, hello, hurry, housework

C. Now you will hear some pairs of words which differ in having, the "H sound" /h/, as in here. The first word does not have /h/; the second word has /h/.

LISTEN, THEN REPEAT:

ill-hill	am-ham	all-hall	air-hair
eat-heat	it-hit	at-hat	E-he
ear-hear	is-his	eye-hi	as-has
add-had	Ed-head	art-heart	and-hand
A-hay	ate-hate	odd-hod	old-hold
all-hall	owl-howl	arm-harm	ale-hale

D. SENTENCES with /h/.

1. Is it <u>his</u> hat?
2. We hear with our ears.
3. Hello, Ellen.
4. I hate ham, but I ate it anyway.
5. Here's your hat.
6. He likes hot dogs and hamburgers.
7. Is that a boarding house or a hotel?
8. How hot it is in here!

* * * * * * *

LESSON XV

REVIEW ALL CONSONANT SOUNDS

LESSON XVI

[ɪ], [ɛ] and [æ]

[ɪ] Closely related to [iy]; same narrow opening between lips; lips draw back less tensely than for [iy]; tip of tongue may touch lower teeth; middle of tongue slightly lower than for [iy] and sides of tongue on upper teeth.

A. The Vowel Sound /I/.

Practice the following common words containing the "short I sound" /i/, as in pit.

LISTEN, THEN REPEAT:

pit	give	his	big
it	live	been	sing
is	15,50	think	hit
in	16, 60	minute	million
him	will	sit	wish
with	which	women	Miss
this	did	busy	Mister
thing	didn't	business	Mrs.

B. SENTENCES with /I/.

1. This is it.
2. Miss Mills thinks it's big.
3. Which children did it?
4. Is it his?

[ɛ]

More open than /e/; jaw drops a little mo
lips drawn back less tensely than for /e/
by relaxing the corners of the mouth; fro
of tongue a little lower and more relaxed,
and sides of tongue barely touching upper
teeth.

C. The Vowel Sound [ɛ].

WORDS FREQUENTLY USED

Practice the following common words containing the "short E sound"/e/
as in pet.

LISTEN, THEN REPEAT:

pet	when	F,L,M,N,S,X	Wednesday
get	weather	ten	February
let	dead	eleven	September
yes	sell	twelve	December
them	any	7,17,70	tell
men	many	well	then
says	very	better	again
said	yet	best	friend

D. SENTENCES with [ɛ].

1. Let's get Ed a pen.
2. Many men said yes.
3. When did Ted send the letter?
4. The weather's better in September.

[æ]

More open than [ɛ] ; jaw drops a little more; lips drawn back in a laughing position; tip of tongue receded from lower teeth; front of tongue a little lower and sides of tongue no longer touching upper teeth.

E. The Vowel Sound [æ].

Practice the following common words containing the "short A sound" [æ], as in pat.

(Some speakers of English have the sound / æ / in words like "pat, clap, back, catch" and the other words in the first and second columns; they may have different sounds, which we write /æ / or /eh/ in words like "man, bad, cab", and in other words in the third and fourth columns. Other speakers of English have the same vowel-sound in all the words below. Both pronunciations are correct.)

LISTEN, THEN REPEAT:

pat	back	man	can
at	that	ask	bad
as	catch	glad	last
has	Saturday	cab	laugh
have	perhaps	understand	half
had	matter	bag	class

F. SENTENCES with [æ].

1. Jack can't understand that.
2. That man ran after his hat.
3. Half the class has had it.
4. Has Dad had a nap?

G. /I/ contrasted with /ɛ/.

Concentrate only on the pronunciation of these words.

Now you will hear some pairs of words which differ only in having the "short I sound" /i/, as in pit, or the "short E sound" /e/, as in pet.

LISTEN, THEN REPEAT:

pit-pet	miss-mess	sit-set	did-dead
pick-peck	rid-red	nick-neck	pig-peg
Sid-said	bit-bet	lid-led	mitt-met
hid-head	knit-net	bliss-bless	pin-pen
din-den	win-when	Jim-gem	since-sense
string-strength	imminent-eminent		in-N

H. /I/ contrasted with /ɛ/.

1. Pronunciation of the following pairs of words:

[ɪ]		[ɛ]	
[mɪt]	mitt	[mɛt]	met
[bɪd]	bid	[bɛd]	bed
[sɪt]	sit	[sɛt]	set
[tɪn]	tin	[tɛn]	ten
[ǰɪm]	Jim	[ǰɛm]	gem
[bɪg]	big	[bɛg]	beg

2. Pronunciation of the following sentences:

a. [ay layk bɪg|ǰɪmz] I like Big Jim's.

[ay layk bɪg|ǰɛmz] I like big gems.

b. [ðæts ə gʊd|bɪd] That's a good bid.

[ðæts ə gʊd|bɛd] That's a good bed.

I. /ɛ/ contrasted with /æ/.

Now you will hear some pairs of words which differ only in having the "short E sound" /e/, as in pet, or the "short A sound" /æ/, as in pat.

LISTEN, THEN REPEAT:

pet-pat	mess-mass	dead-Dad	set-sat
peck-pack	neck-knack	beg-bag	bed-bad
said-sad	met-mat	net-gnat	led-lad
then-than	merry-marry	very-vary	M-am
lend-land	spend-spanned	N-an	

J. Learn to distinguish between

	1. [ɛ]		2. [æ]	
Ed	[ɛd	-	æd]	add
bed	[bɛd	-	bæd]	bad
said	[sɛd	-	sæd]	sad
head	[hɛd	-	hæd]	had
set	[sɛt	-	sæt]	sat
bet	[bɛt	-	bæt]	bat
men	[mɛn	-	mæn]	man
beck	[bɛk	-	bæk]	back
beg	[bɛg	-	bæg]	bag

K. LISTENING PRACTICE

1. Same or Different? [ɛ] or [æ]

Ask the students to say "same" or "different", use the following pairs:

Ed - add	head- had	back - back
bed - bad	sat - set	beck - back
bad - bad	set - sat	beg - bag
said-sad	bat - bet	bad - bed
head-head	men - man	men - man

2. Which are the same?

Ask the students to tell which are the same. Use the following sets:

Ed - Ed - add (1,2)			man - men - men (2,3)		
bed - bed - bad (1,2)			men - men - man (1,2)		
said - sad - said (1,3)			beck - back - back (2,3)		
head - had - had (2,3)			beg - beg - bag (1,2)		
head - head - had (1,2)			bad - bad - bed (1,2)		
set - set - set (1,2,3)			said - sad - said (1,3)		
set - sat - set (1,3)			head - head - had (1,2)		

L. /I/ contrasted with [æ] and [ɛ]

Each of the following groups of words includes one word with one of the "short A sounds" /æ / or /eh/, another word with "the short E sound" /e/, and a third word with "the short I sound" /i/.
LISTEN, THEN REPEAT:

pit-pet-pat	pat-pet-pit	miss-mess-mass	mass-mess-miss
sit-set-sat	set-sit-sat	did-dead-Dad	dead-did-Dad
lid-led-lad	led-lad-lid	pick-peck-pack	pick-pack-peck
nick-neck-knack	knack-nick-neck	mitt-met-mat	mat-met-mitt
knit-net-gnat	gnat-knit-net	is-says-has	has-says-is
bin-Ben-ban	Ben-bin-ban	pin-pen-pan	in-N-an
mirror-merry-marry		dribble-rebel-rabble	

M. LISTEN, THEN REPEAT:

A. Sentences with /i/

1. This is it.
2. Miss Mills thinks it's big.
3. Which children did it?
4. Is it his?

B. Sentences with /e/

5. Let's get Ed a pen.
6. Many men said yes.
7. When did Ted send the letter?
8. The weather's better in September.

SENTENCES with [æ].

9. Jack can't understand that.
10. That man ran after his hat.
11. Half the class has had it.
12. Has Dad had a nap?

LESSON XVII

[æ], [a], and [ɔ]

Review Lesson I of Supplementary Pronunciation Drills — Final /s / and /z / sounds.

The Vowel Scund /æ /

/ See Lesson XVI for Pronunciation Drills of This Vowel Sound./

[a]

Most open vowel sound; jaw drops considerably, leaving large opening between lips; lips rounded and relaxed; tip of tongue receded; tongue low in mouth.

The Vowel Sound /a/.

[ɔ]

More closed than /a/; jaw raised a little; lips rounded and somewhat protruded; tongue drawn back a little.

The Vowel Sound /ɔ/.

A. /a/ contrasted with /æ /.

1. Pronounce some of the words below in contrast. Ask the students to notice the difference in these contrastive words.

2. Drill for recognition of /a/ and /æ/ using the words below:

1 /a/		2 /æ /	
[hat]	hot	[hæt]	hat
[kat]	cot	[kæt]	cat
[nat]	not	[næt]	gnat
[bak]	bock	[bæk]	back
[tat]	tot	[tæt]	tat
[lak]	lock	[læk]	lack
[kap]	cop	[kæp]	cap

3. Choral and individual repetition of the words on each line:

/hat/ /kat/ /nat/ /bak/ /tat/ /lak/ /kap/

[hæt] [kæt] [næt] [bæk] [tæt] [læk] [kæp]

4. Choral and individual repetition of the words in pairs:

/hat/ /hæt/ /kat/ /kæt/ /nat/ /næt/ /bak/ /bæk/

/tat/ /tæt/ /lak/ /læk/ /kap/ /kæp/

5. Opposite response drill using the following words:

/a/ not cot not bock tot lock cop

/æ/ hat cat gnat back tat lack cap

6. Choral and individual pronunciation of the contrastive sentences below:

1.	a	[may kat ɪz|bɪg]	My cot is big.
	b	[may kæt ɪz|bɪg]	My car is big.
	a	[ðə tɔy ɪz ɪn ðə|sak]	The toy is in the sock.
	b	[ðə tɔy ɪz ɪn ðə|sæk]	The toy is in the sack.

7. Choral and individual pronunciation of the groups of words below:

[lat]	lot
[kam]	calm
[nat|kam]	not calm
[ə bɪg|hæt]	a big hat
[ə lɔŋ|kat]	a long cot
[nat|bæd]	not bad
[ə|mæn]	a man
[ɪn ə|bæg]	in a bag
[ɪn ə|sæk]	in a sack
[an hɪz|hæt]	on his hat

8. Memorize the following conversation:

A	[haw wəz yur ɛg|zæm]	'How was your exam?'
B	[ɪt wəz|nat|bæd]	It was not bad.
A	[dɪd yuw|pæs]	Did you pass?
B	[ay|howp|sow]	I hope so.

B. /a/ contrasted with /ɔ/.

There are many regional variations in the pronunciation of the "short O sounds". A large number of Americans use the /a/ vowel sound in the words in Column I and Column II below, and the /ɔ/ vowel sound in the words in Column III and Column IV. Imitate your teacher's pronunciation.

Practice the following common words containing the "short O sounds" the /a/ and /ɔ/, as in pot, dog.

LISTEN, THEN REPEAT:

I	II	III	IV
pot	hot	dog	water
not	dollar	chalk	call
got	October	gone	long
box	job	tall	lost
doctor	o'clock	often	coffee
a lot	watch	song	off

C. /a/ contrasted with /ɔ/.

Now you will hear some pairs of words which differ in their vowel-sounds: the "short A sound" /ɔ/, as in lack, or /eh/, as in mass; the "short O sound" /a/, as in pot; or /ɔ/, as in dog;

LISTEN, THEN REPEAT:

last - lost	gnat - knot	stack - stock
sadden - sodden		rang - wrong
blander - blender		battle - bottle

D. /æ/ contrasted with /a/ and /ɔ/.

Now you will hear some pairs of words which differ only in their vowel-sounds: the "short A sound" /æ/, as in lack or /eh/ as in mass; the "short O sound" /a/, as in lock, or /ɔ/ as in moss.

LISTEN, THEN REPEAT:

a	pat-pot	lack-lock	mass-moss	bass-boss
	map-mop	lag-log	knack-knock	bag-bog
	sad-sod	gnat-not	cat-cot	rat-rot
	hat-hot	add-odd	cab-cob	jab-job
	nab-knob	had-hod	hag-hog	tang-tong
	rang-wrong	sang-song	passable-possible	impossible-impassable

E. SENTENCES with /a/ or /ɔ/

1. The clock stopped.
2. It's not a lot.
3. Tom got the job in October.
4. The coffee's strong.
5. Ed lost his dog.
6. Is the song very long?

SENTENCES with /æ/, /a/, and /ɔ/

1. I want a ham sandwich--not a hot sandwich.
2. Has Ann got a job?
3. What had Jack's boss wanted?
4. Bob got back at one o'clock.

LESSON XVIII

[æ], [ə], and [ʊ]

Review all the simple vowel sounds in Lessons XVI, XVII and XVIII.

A. The Vowel Sound /æ /.

(For formation of vowel sound and drills see Lesson XVI.)

[wæks]	wax
[hænd]	hand
[ænəlayz]	analyse
[læk]	lack
[tæks]	tax
[æktɪvətiyz]	activities
[ənælɔsɪs]	analysis
[kærɪktr]	character
[græmr]	grammar
[ækədemɪk]	academic
[ɪnvælyəbl]	invaluable

B. The Vowel Sound /ə /.

[ə]

Lazy, effortless sound in neutral position; lips not drawn back and not rounded, but completely relaxed in natural open position; tip of tongue touches nothing; tongue relaxed on floor of mouth; sound called the <u>schwa</u>.

Practice the following common words containing the "short V sound" /ə/, as in putt.

LISTEN, THEN REPEAT:

putt	a cup	was	double
up	the cup	from	trouble
us	some	Sunday	tough
but	of	Monday	mother
under	month	money	brother
sun	another	son	love
much	does	above	one
just	done	enough	won
one hundred	come	young	number

C. SENTENCES with /ə/.

1. The sun comes up at seven.
2. Mother loves the summer months.
3. Does Sunday come before Monday?
4. Hasn't Gus won enough money?

[u]

More closed than[o]; jaw raised a little more, with opening wider horizontally but narrower between teeth; lips less rounded but somewhat protruded; tongue drawn back and upward with sides touching upper teeth.

D. The Vowel Sound [u]

Practice the following common words containing the "short OO sound", /u/, as in put.

LISTEN, THEN REPEAT:

put	foot	wood	wouldn't	pull
good	could	wool	cook	look
book	should	couldn't	woolen	took
woman	would	shouldn't	push	full

E. SENTENCES with [ʊ]

1. Would this be a good book?
2. He shouldn't have stood on that foot.
3. She took the book and put it away.
4. Look at that pretty woman.

F. [ʊ] contrasted with [ə]

Now you will hear some pairs of words which differ in their vowel sounds: The "short U sound" /ə/, as in putt; the "short OO sound" /u/ as in put.

LISTEN, THEN REPEAT:

putt-put	luck-look	cud-could	buck-book
tuck-took	stud-stood	crux-crooks	put-putt
look-luck	could-cud	book-buck	took-tuck
	stood-stud	crooks-crux	

G. SENTENCES with [ʊ] and [ə]

1. She couldn't have stood the sight of blood.
2. Should one push it up, or pull it down?
3. The woman wouldn't come up.
4. Good luck!

H. Pronunciation of /ʊ/ versus /ə/.

1. Pronounce some of the words below in pairs. Ask the students to notice the contrastive sounds.

2. Drill for recognition of /U/ and /ʌ/:

/ɒ/		/ʌ/	
[ɒk]	lock	[lʌk]	luck
[bʊk]	book	[bʌk]	buck
[pʊt]	put	[pʌt]	putt
[tʊk]	took	[tʌk]	tuck
[kʊd]	could	[kʌd]	cud
[rʊf]	roof	[rʌf]	rough

I. /ʊ/ contrasted with /ɑ/.

Pronounce the following words below in pairs:

/ʊ/	/ɑ/
~~look~~	~~lack~~
book	back
put	pat
took	tack
root	rat
soot	sat

LESSON XIX

/ ay / and /aw /

[aɪ] Tongue and lips begin in position for [a] and change rapidly to position for [ɪ] .

A. The Vowel Sound / ay /.

Practice the following common words containing the "long I sound" /ay/, as in sigh.

LISTEN, THEN REPEAT:

sigh	like	Friday	night
I,Y	my	July	eye
5	mine	all right	fine
9,19,90	time	write	by
hi	child	why	buy
high	might	nice	goodbye

B. SENTENCES with /ay/.

1. I'd like to buy a nylon tie.
2. My child likes ice cream.
3. Why arrive at five to nine?
4. I'll try to find time by Friday.

[au] Tongue and lips begin in position for [a] and change rapidly to position for [u] .

C. The Vowel Sound /aw/.

Practice the following common words with the "OU sound" /aw/, as in house.

LISTEN, THEN REPEAT:

house	power	south	mouth
out	down	cow	proud
hour	doubt	towel	around
our	now	found	ounce
noun	town	sound	pound
about	mouse	thousand	amount
how	cloudy	ground	round

D. SENTENCES with /aw/.

1. Around and about are not nouns.
2. I doubt that he's downtown.
3. How much is a pound of ground round? (steak)

NOTE: Many Americans say /æw/ instead of /aw/, and find the latter sound artificial.

E. SENTENCES with /ay/ and /aw/.

1. The amount is about right.
2. At five to nine he's downtown.
3. Now my child likes the house.

LESSON XX

/oy/ and /ow/

/oy/ — Tongue and lips begin in position for [ɔ] and change rapidly to position for [ɪ].

A. The Vowel Sound /oy/.

Practice the following common words containing the "OY sound" /oy/, as in boy.

LISTEN, THEN REPEAT:

boy	noise	joy	enjoy
choice	noisy	join	boil
toy	coin	Hoyt	avoid
annoy	oil	Freud	oyster

B. SENTENCES with /oy/.

1. Roy's enjoying his toys.
2. The boys are rather noisy.

C. The Vowel Sound /ow/.

Practice the following common words containing the "long O sound" /ow/, as in know.

LISTEN, THEN REPEAT:

know	go	close	Ohio
O	so	clothes	show
no	old	home	both
nose	don't	whole	Oklahoma
coat	won't	telephone	told
November	over	moment	only
hold	those	chose	though

D. IMITATION DRILL

Learn to pronounce the following words containing the vowel sound /ow/. Listen to and repeat after the teacher.

/ow/	/ow/	/ow/
no	slow	soap
go	joe	home
toe	boat	bone
so	coat	cone
low	goat	phone

E. SENTENCES with /ow/.

1. Rose and Joan don't know yet.
2. Oh, did Joe go home?
3. Both those cars are pretty old.

F. /oy/ contrasted with /ow/.

Repeat the following pairs.

/oy/	/ow/
boy	bow
toy	toe
soy	sow
joy	Joe
Roy	row
noise	nose
boil	bowl

G. SENTENCES with /oy/ and /ow/.

1. The boys won't annoy Joe.
2. Telephone Roy's home.
3. Those toys are noisy.

LESSON XXI

/ I / and / iy /

A. The Vowel Sound /I/.

See Lesson XVI for explanation and drills.

[iy]

Narrow opening between lips; lips drawn back rather tensely in smiling position; tip of tongue may touch lower teeth; middle of tongue pressing against hard palate and sides of tongue against upper teeth.

B. The Vowel Sound /iy/.

Practice the following common words containing the "long E scund" /iy/, as in see.

LISTEN, THEN REPEAT:

see	he	week	maybe
B,C,D,E	she	meet	need
G,P,T,V,Z	we	evening	complete
three	these	please	keep
be	mean	seem	people
me	believe	the(elephant)	leave

C. SENTENCES with /iy/

1. Keep these three for me, please.
2. He sees me three evenings a week.
3. These people seem to believe me.

D. /I/ contrasted with /iy/.

THIS IS A VERY IMPORTANT SECTION. Now you will hear some pairs of words which differ in their vowel sounds. The first word has the "short I sound" /i/, as in live, the second word has the "long E sound" /iy/, as in leave.

LISTEN, THEN REPEAT:

pit-Pete	live-leave	rid-read	sin-seen
sick-seek	sit-seat	chip-cheap	gyp-jeep
slip-sleep	ship-sheep	lip-leap	fit-feet
grits-greets	mitt-meet	hit-heat	dip-deep

E. /iy/ contrasted with /I/

Now you will hear some pairs of words which differ in their vowel sounds. The first word has the "long E sound" /iy/, as in leave; the second word has the "short I sound" /i/, as in live.

LISTEN, THEN REPEAT:

leave-live	eat-it	deed-did	ease-is
cheek-chicken	lead-lid	he'd-hid	tease-'tis
he's-his	we'll-will	green-grin	bean-bin
Gene-gin	feel-fill	meal-mill	these-this
steal-still	kneel-nil	deep-dip	peat-pit

F. SENTENCES with /I/ and /iy/.

1. Potato chips are cheap.
2. Did they fit his feet?
3. Please sit in this seat.
4. I leave the house where I live at five o'clock.
5. Did he say "living" or "leaving"?

G. SENTENCES with /iy/ and /ɪ/.

1. He's been eating his meals at the mill.
2. Is the steel strike still on?
3. Which of these women did he see?
4. She didn't meet the three children-she missed them.
5. Is it easy?

H. Learn to distinguish between the words of columns 1 and 2.

	1. /iy/		2. /ɪ/	
eat	[iyt	-	ɪt]	it
seat	[siyt	-	sɪt]	sit
beat	[biyt	-	bɪt]	bit
feet	[fiyt	-	fɪt]	fit
seen	[siyn	-	sɪn]	sin
team	[tiym	-	tɪm]	Tim
sheep	[šiyp̆	-	šɪp̆]	ship
leave	[siyv	-	lɪv]	live

I. Learn to pronounce the following. Repeat after the teacher.

[iy ɪ ɪt]	it	[ðiy ðɪ ðɪs]	this
[tiy tɪ tɪm]	Tim	[šiy šɪ šɪp]	ship
[siy sɪ sɪt]	sit	[liy lɪ lɪv]	live
[biy bɪ bɪt]	bit	[diy dɪ dɪd]	did
[miy mɪ mɪs]	miss	[fiy fɪ fɪš]	fish

J. LISTENING PRACTICE

1. Same or Different?

Ask the students to say "same" or "different". Use the following pairs:

eat-eat	Tim-team
eat-it	sheep-ship
seat-sit	live-live
beat-beat	live-leave
feet-fit	sit-seat
sin-sin	feet-feet
seen-sin	feet-fit

2. Which are the same?

Ask the students to tell which are the same. Use the following sets:

eat - eat - it (1,2)	sin - sin - seen (1,2)
eat - it - eat (1,3)	sin - seen - sin (1,3)
it - it - eat (1,2)	Tim - Tim - team (1,2)
seat - sit - sit (2,3)	team - Tim - team (1,3)
bit - bit - bit (1,2,3)	sheep - sheep - ship (1,2)
beat - bit - beat (1,3)	ship - sheep - sheep (2,3)
fit - feet - feet (2,3)	leave - leave - live (1,2)

LESSON XXII

[ɛ] and [ey]

Review Lesson III of Supplementary Pronunciation Drills for Final /t/ and /d/ sounds.

A. The Vowel Sound /ɛ/.

See Lesson XVI for explanation and drills.

/ ey /

More open than /i/ and /ɪ/; jaw drops a little; lips drawn back rather tensely; tip of tongue may touch lower teeth; middle of tongue slightly lower than for /ɪ/ and sides touching upper teeth; when stressed, pronounced /eɪ/.

B. The Vowel Sound /ey/.

Practice the following common words with the "long A sound" /ey/, as in <u>say</u>.

LISTEN, THEN REPEAT:

<u>say</u>	May	place	same
A,J,K,H	may	wait	name
8,18,80	way	weight	vacation

C. SENTENCES with /ey/

1. They say they'll take a vacation.
2. Eight days in April, and 18 in May.
3. "The rain in Spain stays mainly in the plain." *

* From George Bernard Shaw's play <u>Pygmalion</u>.

D. /e/ contrasted with /ey/.

THIS IS A VERY IMPORTANT SECTION. Now you will hear some pairs of words differ in their vowel sounds. The first word has the "short E sound" /e/, as in <u>let</u>; the second word has the "long A sound" /ey/, as in <u>late</u>.

LISTEN, THEN REPEAT:

pet-pate	let-late	debt-date	red-raid
bet-bait	met-mate	pen-pain	den-Dane
led-laid	wet-wait	get-gate	Ed-aid
Ned-neighed	pepper-paper	wreck-rake	ebb-Abe
fed-fade	bread-braid	west-waste	special-spatial

E. /ey/ contrasted with /e/.

Now you will hear some pairs of words which differ in their vowel sounds. The first word has the "long A sound" /ey/, as in <u>late</u>; the second word has the "short E sound" /e/, as in <u>let</u>.

LISTEN, THEN REPEAT:

late-let	main-men	age-edge	wade-wed
stayed-stead	wage-wedge	taste-test	chased-chest
Yale-yell	phase-fez	lace-less	tale-tell
James-gems	sale-sell	quail-quell	waste-west
	spatial-special	aches-X	

F. LISTENING PRACTICE

1. Same or Different?

Ask the students to say "same" or "different". Use the following pairs:

[sɛ - sɛ]	date - date
[sɛ - sey]	debt - date
[mɛ - mey]	pain - pen
main - main	pen - pain
men - main	get - gate
wet - wait	wait - wet
late - let	pain - pain

2. Which are the same?

Ask the students to tell which are the same. Use the following sets:

men - men - main (1,2)	late - late - let (1,2)
men - main - men (1,3)	let - late - late (2,3)
wet - wet - wait (1,2)	date - debt - date (1,3)
pain - pen - pain (1,3)	get - get - gate (1,2)
pain - pen - pen (2,3)	bet - bet - bait (1,2)
pen - pen - pain (1,2)	men - main - men (1,3)

G. SENTENCES with /e/ and /ey/.

1. They get ten days' vacation.
2. On what date was the debt paid?
3. Your weight is greater when you're wet.
4. Did they say "pepper" or "paper"?

H. SENTENCES with /ey/ and /e/.

1. They went to bed late.
2. Jane said they'd already met her.
3. Did she take the dress with less lace?
4. They stayed instead of us.

LESSON XXIII

[ʊ] and [uw]

[u]

More closed than /o/; jaw raised a little more, with opening wider horizontally but narrower between teeth; lips less rounded but somewhat protruded; tongue drawn back and upward with sides touching upper teeth.

A. The Vowel Sound /ʊ/

Practice the following common words containing the "short OO sound", /ʊ/, as in put.

LISTEN, THEN REPEAT:

put	foot	wood	wouldn't	pull
good	could	wool	cook	look
book	should	couldn't	woolen	took
woman	would	shouldn't	push	full

B. Practice the following common words.

[wʊd]	would	[wʊd]	wood
[ənd̩stʊd]	understood	[fʊl]	full
[šʊd]	should	[šʊgr̩]	sugar
[sʊt]	soot	[bʊk]	book
[lʊk]	look	[pʊt]	put
[gʊd]	good	[tʊk]	took
		[rʊf]	roof

C. SENTENCES with /ʊ/

1. Would this be a good book?
2. He shouldn't have stood on that foot.
3. She took the book and put it away.
4. Look at that pretty woman.

[uw]

Jaw almost closed, leaving very small, round opening, lips rather tensely rounded and well protruded in whistling position, tip of tongue touches nothing, back of tongue raised and touching velum.

D. The Vowel Sound /uw /

Practice the following common words containing the "long OO sound", /uw/, as in <u>two</u>.

LISTEN, THEN REPEAT:

too	soon	prove	shoe
two (2)	who	proof	through
to	whom	choose	soup
do	whose	spoon	group
afternoon	food	loose	tooth
you	move	lose	blue

E. SENTENCE with /uw/.

1. Do you have a loose tooth?
2. I'm moving to another room this afternoon.
3. Whose group do you belong to?

F. /uw/ contrasted with /u/.

Now you will hear some pairs of words which differ in their vowel sounds: the first word has the "short OO sound" /u/, as in <u>put</u> and <u>good</u>; the second word has the "long OO sound" /uw/, as in <u>too</u>.

LISTEN, THEN REPEAT:

pull - pool	full - fool	stood - stewed	wood - wood
look - Luke	could - cooed	should - shoed	hood - who'd
book - rebuke	soot - suit	foot - refute	put - impute
Toots - toots	look - leukemia	wooden - wound	

You have already studied the "short OO sound" /u/. Although this sound does not occur in very many words, the words in which it does occur are very frequently used.

SAY: put good look woman foot could should would wood wool took look stood push pull full.

G. 1. Teacher should pronounce the following words in pairs. Students listen. Direct the students attention to the vowel sound in each word.

2. Drill for recognition of /uw/ and /u/ below. Use the following types of drills.

a. Teacher: stewed, stood same or different?
Students: different
(continue exercise)

b. Teacher: fool, fool, full, which are the same?
Students: one and two

c. Teacher: should - column one or two?
Students: two.

1 /uw/		2 /u/	
/suwt/	suit	/sut/	soot
/luwk/	Luke	/luk/	look
/guwd/	gooed	/gud/	good
/wuwd/	wooed	/wud/	wood
/fuwl/	fool	/ful/	full
/suwd/	shoed	/sud/	should

H. SENTENCES with /u/ and /uw/.

1. Would some good food put you in a good mood?

2. Ruth should move to a good rooming house.

I. Choral and individual pronunciation of the pairs of sentences below:

1. a [luwk kəm hɪr] Luke, come here.

b [luk kəm hɪr] Look! Come here.

2. a [ðɪs suwt ɪz blæk] This suit is black.

b. [ðɪs sut ɪz blæk] This coat is black.

LESSON XXIV

VOWELS BEFORE / R /

/ɪ/, /ɛ/, /a/, /ə/, /u/, /o/, and /ɔ/

A. The vowel sounds before R. The contrasts are those made in one variety of standard Northeastern speech. Remember that there are many correct ways of pronouncing American English, and that there are very many differences, from region to region, in the pronunciation of the simple and complex vowels before R.

LISTEN, THEN REPEAT: (First repeat each column (I,II,etc), then repeat each line (1,2, etc).

	I /ihr/	II /ehr/	III /ohr/	IV /uhr/	V /a(h)r/	VI / (h)r/
1.	ear	air	oar	——	are	err
2.	peer	pair	pour	poor	par	purr
3.	mere	mare	more	moor	mar	myrrh
4.	sear	Sarah	sore	——	Saar	sir
5.	tear(n)	tear(v)	tore	tour	tar	turn

B. SENTENCES

1. The girls were wearing scarves and earmuffs and their warmest coats.

2. We're parking your car over there .

C. /ihr/ Sound.

Practice the following common words containing the "long E-R sound" /ihr/, as in ear.

LISTEN, THEN REPEAT:

ear	tear(n.)	rear	Shakespeare
hear	dear	merely	cheerful
here	year	fear	superior
near	weary	interfere	beer

D. SENTENCES with /ihr/

1. Keep the ear-phones nearrer, dear.

2. Shakespeare's King Lear showed here last year.

E. /ehr/ sound.

Practice the following common words containing the "long A-R sound" /ehr/, as in air.

LISTEN, THEN REPEAT:

air	their	fare	various
hair	there	fair	chair
care	where	Mary	spare
stairs	wear	tear(v.)	Claire

F. SENTENCES with /ihr/.

1. Where are the stairs?

2. Careful! Don't tear it on that chair.

G. /ahr/ Sound.

Practice the following common words containing the "AR sound" /ar,ahr/, as in are.

LISTEN, THEN REPEAT:

I	II	III	IV
are	far	yard	tomorrow
R	heart	bar	sorry
March	hard	barred	orange
large	army	parking	Florida
car	par(don me)	farm	Oregon

A speaker from the New York City area says/ar/ or /ahr/ in all these words. Some speakers say /ar/ or /ɔr/ in these words in Column IV, like sorry. New England speech characteristically has /æ(h)r/ for /a(h)r/, as in park the car. Imitate your teacher's pronunciation.

H. SENTENCES with /ahr/.

1. Park the car in the back yard.

2. Florida and Oregon are pretty far apart.

I. /ɘhr/ Sound.

Practice the following common words containing the "UR sound", /ɘr, ɘhr/, as in <u>were</u>.

LISTEN, THEN REPEAT:

<u>were</u>	learn	worse	skirt
thirteen	person	worst	shirt
thirty	sir	first	hurry
Thursday	girl	early	verb
her	nervous	work	thorough
worry	burn	world	earth

J. SENTENCES with /ɘhr/.

1. Were the little girls with her, sir?

2. Learn the first thirty verbs thoroughly.

K. /uhr/ Sound.

Practice the following common words with the "long U-R sound" /uhr/ as in <u>sure</u>.

<u>sure</u>	poor	More	tour
cure	you're (welcome)	curious	tourist
pure	your	jury	insurance

L. SENTENCES with /uhr/.

1. Tourists should be sure to drink pure water.

2. Be sure to check your life insurance.

M. /ohr/ Sound.

Practice the following common words containing the "O-R sound", as in four.

LISTEN, THEN REPEAT:

I	II	III	IV
four (4)	door	or	horse
fourteen (14)	floor	for	war
pour	store	fork	warm
more	pork	morning	short

NOTE: Many speakers have the vowel /oh/ in the words in all the columns - I, II, III, and IV. Some other speakers have that vowel in the words in Columns I and II, and the "short O sound" /ɔ/ as in boss, in the words in Columns III and IV and similar words. Such speakers have a contrast between horse and hoarse, morning, and mourning, war and wore. Imitate your teacher's pronunciation.

There is considerable difference in pronunciation of these words in various parts of the United States. Some have /oh/ in Columns I and II, and /ɔh/ in Columns III and IV; other speakers may have /oh/ in all these words+ or /ɔh/ in all.

N. SENTENCES with /ohr/.

1. This store has four floors.

2. George just bought a four-door Ford.

* * * * * *

LESSON XXV

REVIEW PRONUNCIATION DRILLS FROM LESSONS XVI - XXIV

SUPPLEMENTARY PRONUNCIATION DRILLS

FOR

ENGLISH FOR TODAY

BOOK III

(VIETNAMESE-AMERICAN ASSOCIATION
55 Mac Dinh Chi
SAIGON

LESSON I

VOWEL /ə/ /æ/ SOUNDS

Initial /sp/ Cluster

A. Pronounce the following contrasting pairs of words:
Learn to distinguish /ə/ /æ/ in both hearing and pronouncing.

but	bat
fun	fan
cut	cat
ton	tan
cup	cap
hut	hat

B. Practice the following paragraph

əŋkəl / hənri wəz / həngri

ðər wəz / nə / θɪŋ ɪn ðə / haʊs fər ə / həngri mæn tə / it.

əŋkəl / hənri / wəz / æŋgri

pər həngri æŋgri əŋkəl / hənri

C. Pronunciation of CAN

1. When we use <u>can</u> in stressed position or before a pause, we pronounce /kæn/:
(stressed) Yes, he can. Can he? He can?
(before a pause) George can, too.

2. When <u>can</u> is unstressed and not followed by a pause, we pronounce /kən/:
(untressed) Mike can /kən/ speak Spanish
So can /kən/ George

3. <u>CAN'T</u> always has the vowel / æ /
Say these two sentences out loud and ask your students to listen carefully to the difference:
Tom can /kən/ speak Spanish.
Tom can't /kænt / speak Spanish.

D. Choral and individual pronunciation of the following sets of sounds:

/əspə əspə əspə spə spə spə/

/əspik əspik əspik spik spik spik/

E. SENTENCES FOR PRACTICE:

1. Can you speak Spanish? Yes, I can. I can speak Spanish.
2. Can you spell spoon? Yes, I can. I can spell spoon.
3. Spencer spoke about his speech.
4. We don't eat spinach with a spoon.
5. The speech was on space travels.

*

LESSON II

INITIAL /st/ CLUSTER

A. LISTEN THEN REPEAT:

Learn to distinguish the initial clusters in both hearing and pronouncing.

/sp/	/st/
speal	steal
spade	staid
spare	stare
spout	stout
spool	stool

B. Drill the following sets of sounds:

/əstə əstə əstə stə stə stə/

/əstey əstey əstey stey stey stey/

C. SENTENCES WITH /st/ FOR PRACTICE

1. The student studies at night.
2. Will the students stay for the story?
3. Stick the steak on the stove.
4. Steve stood on the step.
5. The stew is stale.

*

LESSON III

INITIAL /sk/ CLUSTER

REVIEW OF /s/ BEFORE /p/ -/t/ - /k/

A. Pronounce the following words in pairs:

/st/		/sk/	
	steam		scheme
	still		skill
	state		skate
	stare		scare
	store		score
	stab		scap
	stoop		scoop

B. Drill the following sets of sounds:

/əskə əskə əskə skə skə skə/

/əskiy əskiy əskiy skiy skiy skiy/

C. Choral and individual repetition. Sentences with /sk/.

1. Scott goes to school in Scotland.
2. Scott learned to skip in school.
3. Ask Mr. Skinner if we can skate here.

D. LISTEN THEN REPEAT:

1.		2.	
	speal		steal
	spill		still
	spade		staid
	spare		stare
	spout		stout
	spool		stool

/st/	/sk/
3. steam	4. scheme
spill	still
state	skate
stare	scare
store	score
stab	scab

E. Which are the same?

1.	Speal	steal	speal	(1,3)
2.	spare	spare	stare	(1,2)
3.	spool	stool	stool	(2,3)
4.	store	store	score	(1,2)
5.	steam	scheme	scheme	(2,3)

*

LESSON IV

INITIAL /sn/ and /sm/ CLUSTERS

A. Pronounce the following pairs of words. Ask the students to notice the initial clusters.

1. /sn/	2. /sm/
sneer	smear
snell	smell
snack	smack
snug	smug

B. Drill the following sets of sounds:

1. /əsnæp əsnæp əsnæp snæp snæp snæp /
   /əsnab əsnab əsnab snab snab snab/

2. /əsmə əsmə əsmə smə smə smə /
   / əsmæk əsmæk əsmæk smæk smæk smæk/
   / əsməg əsməg əsməg smǝg smǝg smǝg/

C. LISTEN THEN REPEAT:

Sentences with /sn/.

1. I saw a snake and a snail.
2. Don't sniff! Sneeze.
3. The snake and the snail are in the snow.
4. Mr. Smith sneezes when it snows.
5. The Smiths are in the snack bar.

D. Sentence with /sm/:

1. The small room smells of smoke.
2. Mr. Smith is very smart.
3. Do you smell smoke, Mr. Smith?

LESSON V

INITIAL /sl/ and /sw/ CLUSTERS

A. Pronounce the following pairs of words. Ask the students to notice the initial clusters.

1. /sl/	2. /sn/
sleak	sneak
slip	snip
slap	snap
slide	snide
slug	snug
slob	snob

3. /sw/	4. /skw/
swear	square
swat	squat

B. Which are the same?

1. Sleak sneak sleak (1,3)
2. sneer square square (2,3)
3. squat squat swat (1,2)
4. slob snob snob (2,3)
5. slap slap snap (1,2)

C. Drill the following sets of sounds:

1. əslə əslə əslə slə slə slə
2. əslow əslow əslow slow slow slow
3. əswə əswə əswə swə swə swə
4. əswɪm əswɪm əswɪm swɪm swɪm swɪm

D. LISTEN, THEN REPEAT:

a) Sentences with /sl/.

1. He spoke slow slang.
2. Can you sleep in a sleigh?
3. I can sleep in any slot.
4. It was a sleet slate.

b) Sentences with /sw/.

1. There are some swans in the swamp.
2. Mr. Swaim is a good swimmer.
3. The swallow is swooping on a small fish.
4. The Sweden student swims very fast.

*

LESSON VI

FINAL CONSONANT CLUSTERS: Consonant + /s/

Remind your students that /s/ is added to nouns and verbs that end in voiceless non-sibilant consonants: /p/, /t/, /k/, /f/, and /θ/.

Pronounce the following pairs of words: Ask your students to distinguish the ending clusters in both hearing and pronouncing.

A. Words ending in /-p/ sound. Final /-ps/ cluster.

/-p/	/-ps/
map	maps
cap	caps
cup	cups
stop	stops
hope	hopes
shop	shops

B. Words ending in /-t/ sound. Final /-ts/ cluster.

/-t/	/-ts/
let	lets
get	gets
coat	coats
write	write
date	dates
night	nights

C. Words ending in /-k/ sound. Final /ks/ cluster.

/-k/	/-ks/
book	books
clock	clocks
week	weeks
walk	walks
look	locks
thank	thanks
take	takes

D. Words ending in /-f/ sound. Final /-fs/ cluster

/-f/	/-fs/
laugh	laughs
cough	coughs
stuff	stuffs
telegraph	telegraphs
roof	roofs
hoof	hoofs

E. Words ending in /-θ/. Final /-θs/ cluster.

/-θ/	/-θs/
mouth	mouths
path	paths
death	deaths
Ruth	Ruth's
berth	berths
breath	breaths

F. LISTEN, THEN REPEAT:

Sentences with /-ps/, /-ts/, /-ks/, /-fs/, and /-θs/

1. These shops don't sell maps.
2. Thanks for the books and the cups.
3. She takes Ruth's handkerchiefs.
4. She sits in the park and waits for her friends.
5. He always walks and talks with me.
6. She thanks Ruth for the coats.
7. He laughs and talks all the time.
8. Ruth speaks and writes French.

*

LESSON VII

FINAL CONSONANT CLUSTER: Consonant + /t/

Remind your students that the ed ending (past tense and past participle suffix) is pronounced /-t/ after verb stems ending in all voiceless sounds except /t/: /-p/, /-k/, /-f/, /-s/ /-ʃ/ and /-tʃ/.

Pronounce the following pairs of words. Ask your students to distinguish the ending clusters in both hearing and pronouncing.

A. Words ending in /-p/. Final /-pt/ cluster.

/-p/	/-pt/
shop	shopped
stop	stopped
hope	hoped
mop	mopped

B. Words ending in /-k/. Final /-kt/ cluster.

/-k/	/-kt/
talk	talked
like	liked
lock	locked
walk	walked
lock	locked
back	backed

C. Words ending in /-f/. Final /-ft/ cluster.

/-f/	/-ft/
laugh	laughed
cough	coughed
telegraph	telegraphed
engulf	engulfed
duff	duffed

D. Words ending in /-s/. Final /-st/ cluster.

/-s/	/-st/
pass	passed
dance	danced
notice	noticed
miss	missed
guess	guessed
hiss	hissed

E. Words ending in /-ʃ/. Final /-ʃt/ cluster.

/-ʃ/	/-ʃt/
wash	washed
fish	fished
rush	rushed
cash	cashed
finish	finished

F. Words ending in /-tʃ/. Final /-tʃt/ cluster.

/-tʃ/	/-tʃt/
reach	reached
watch	watched
touch	touched
scratch	scratched

G. LISTEN, THEN REPEAT:

Sentences with final clusters /-pt/, /-kt/, /-ft/, /-st/, /-ʃt/, and /-tʃt/.

1. They rushed out and watched the crowd.
2. I wonder why he laughed when I talked.

3. We hoped that she finished her work.

4. He walked away and looked happy.

5. Ruth stopped here and left her car.

6. They danced while we watched television.

7. We checked the time and missed the train.

H. Contraction of subject pronouns and WOULD.

LISTEN, THEN REPEAT:

I'd	/ayd/	she'd	/sʃiyd/
we'd	/wiyd/	you'd	/yuwd/
he'd	/hiyd/	they'd	/ðeyd/

Practice the following sentences:

1. He'd like another cup of coffee and I'd too.

2. He told me he'd come. He said he would.

*

LESSON VIII

FINAL CONSONANT CLUSTER: Consonant + /-z/

1. Remind your students that /-z/ is added to nouns and verbs that end in voiced consonants (non-sibilants) and vowels: /-b/, /-d/, /-g/, /-v/, /-ð/, /-l/, /-n/, /-m/, /-ŋ/, and /-r/.

2. Pronounce the following pairs of words. Ask your students to distinguish the ending sounds in both hearing and pronouncing:

A. Words ending in /-b/. Final /-bz/ cluster.

/-b/	/-bz/
cab	cabs
rub	rubs
club	clubs
rob	robs
rub	rubs
sob	sobs
describe	describes

B. Words ending in /-d/. Final /-dz/ cluster.

/-d/	/-dz/
add	adds
read	reads
ride	rides
nod	nods
bed	beds
roads	roads
blackboard	blackboards

C. Words ending in /-g/. Final /-gz/ cluster.

/-g/	/-gz/
bag	bags
egg	eggs
rug	rugs
dog	dogs
dig	digs
beg	begs
drag	drags

D. Words ending in /-v/. Final /-vz/ cluster.

/-v/	/-vz/
glove	gloves
cave	caves
stove	stoves
live	lives
leave	leaves
drive	drives

E. Words ending in /-ð/. Final /-ðz/ cluster.

/- /	/- z/
path	pathes
cloth	clothes
breath	breathes
wreath	wreaths
smooth	smoothes
bath	baths

F. LISTEN, THEN REPEAT:

Sentences with /-bz/, /-dz/, /-gz/, /-vz/, and /-ðz/.

1. Bob's sister has two jobs.
2. These beds are more comfortable than Ed's.
3. Both the dog's legs are hurt.
4. Does the new house have two baths?
5. He sometimes reads while he rides on the bus.
6. Bob's father arrives at five o'clock everyday.
7. He always gives a present when he leaves.
8. This book describes paths and roads in the country.
9. Don't put the eggs in the bags.

G. Words ending in /-l/. Final /-lz/ cluster.

/-l/	/-lz/
wall	walls
table	tables
pencil	pencils
spell	spells
tell	tells
smile	smiles

H. Words ending in /-m/. Final /-mz/ cluster.

/-m/	/-mz/
room	rooms
name	names
time	times
poem	poems
come	comes
swim	swims

I. Words ending in /-n/. Final /-nz/ cluster.

/-n/	/-nz/
pen	pens
spoon	spoons
noun	nouns
run	runs
rain	rains
open	opens

J. Words ending in /-ŋ/. Final /-ŋz/ cluster.

/-ŋ/	/-ŋz/
thing	things
song	songs
morning	mornings
sing	sings
bring	brings
ring	rings
hang	hangs

K. Words ending in /-r/. Final /-rz/ cluster.

/-r/	/-rz/
car	cars
chair	chairs
letter	letters
wear	wears
appear	appears
interfere	interferes

L. LISTEN, THEN REPEAT:

Sentences with /-lz/, /-mz/, /-nz/, /-ŋz/, /-rz/.

1. How many times have you played these games?
2. What are the king's favorite songs?
3. The walls of these schools are made of brick.
4. Do you get many letters from your sisters and brothers?
5. He rings the bells.
6. Put the bones in the pans.
7. She boils two bowls of rice.
8. The boy falls in the holes.
9. The gongs announce the King's arrival.

*

LESSON IX

CONSONANT CLUSTERS: Consonant + /-d/

Remind your students that /-d/ is added to regular verbs that end in vowels or in voiced consonants other than /d/:
/-b/, /-g/, /-v/, /-č/, /-ǧ/, /-dž/ /-m/, /-n/, /-l/, /-r/;

Pronounce the following pairs of words. Ask the students to notice the ending sounds in both hearing and pronouncing:

A. Words ending in /-b/. Final /-bd/ cluster.

/-b/	/-bd/
rob	robbed
rub	rubbed
grab	grabbed
describe	described

B. Words ending in /-g/. Final /-gd/ cluster.

/-g/	/-gd/
lag	lagged
brag	bragged
beg	begged
drag	dragged
hug	hugged

C. Words ending in /-v/. Final /-vd/ cluster.

/-v/	/-vd/
live	lived
believe	believed
receive	received
arrive	arrived
prove	proved
move	moved

D. Words ending in /-ð/. Final /-ðd/ cluster.

/-ð/	/-ðd/
bath	bathed
breath	breathed
smooth	smoothed
cloth	clothed

E. Words ending in /-dz/. Final /-dzd/ cluster.

/-dʒ/	/-dʒd/
engage	engaged
judge	judged
change	changed
urge	urged
oblige	obliged

F. LISTEN, THEN REPEAT:

Sentences with /-bd/, /-gd/, /-vd/, /-ðd/, and /-dʒd/.

1. They have robbed a bank.
2. He grabbed the books and ran to school.
3. We begged them to stay with us.
4. The tiger dragged the pig to the forest.
5. He received the letter when he arrived.
6. She stood beside the window, and breathed the fresh air.
7. He was obliged to swim across the river.
8. They changed their clothes, grabbed their bags and ran outside.

G. Words ending in /-m/. Final /-md/ cluster.

/-m/	/-md/
seem	seemed
name	named
dream	dreamed
warm	warmed
welcome	welcomed

H. Words ending in /-n/. Final /-nd/ cluster.

/-n/	/-nd/
learn	learned
clean	cleaned
turn	turned
rain	rained
pun	punned

I. Words ending in /-ŋ/. Final /-ŋd/ cluster.

/-ŋ/	/-ŋd/
long	longed (for)
belong	belonged
bang	banged
hang	hanged
clang	clanged

J. LISTEN, THEN REPEAT:

Sentences with /-md/, /-nd/, and /-ŋd/.

1. They seemed to enjoy the movie very much.
2. We named her "Fragrant Herb".
3. Jim telephoned Jane.

4. We learned English when he returned to the United States.

5. We listened to the radio last night.

6. He banged the door and went out.

K. Words ending in /-z/. Final /-zd/ cluster.

/-z/	/-zd/
advise	advised
use	used
close	closed
cause	caused
amaze	amazed
surprise	surprised
suppose	supposed

L. Words ending in /-l/. Final /-ld/ cluster.

/-l/	/-ld/
call	called
pull	pulled
kill	killed
smile	smiled
fail	failed

M. Words ending in /-r/. Final /-rd/ cluster.

/-r/	/-rd/
appear	appeared
clean	cleaned
lower	lowered
answer	answered
cover	covered
remember	remembered

M. Sentences with /-zd/, /-ld/, and /-rd/

1. I closed the door because I supposed you had gone.
2. I supposed I had surprised you.
3. Robert called for Ruth at eight o'clock.
4. They killed the tiger and pulled him out from the hole.
5. They remembered all the answers.
6. I heard every word you said.
7. The car is covered with mud.

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LESSON X

REVIEW OF CONSONANT CLUSTERS ENDING IN

/-s/, /-z/, /-t/, and /-d/

LESSONS VI - IX

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LESSON XI

FINAL CONSONANT CLUSTERS: Two Consonants + /-s/

We add /s/ to nouns and verbs that end in voiceless stops and voiceless fricatives (except /s/ and /ʃ/): /p/, /t/, /k/ and /θ/.

Pronounce the following pairs of words and sentences:

A. Consonant + /p/:

/-p/	/-ps/
help	helps
scalp	scalps
jump	jumps
dump	dumps

1. I help my father. He helps his father.
2. I scalp the wolf. The Indian scalps the wolf.
3. I can jump high. He jumps high.
4. Dump coal. He dumps coal.

B. Consonant + /t/:

/-t	/-ts/
test	tests
student	students
taste	tastes
paint	paints

1. The student took a test yesterday. The students took two tests.
2. I want to taste the cake. It tastes good.
3. He paints the house. The paint is wet.

C. Consonant + /k/:

/-k/	/-ks/
sink	sinks
think	thinks
thank	thanks
talk	talks

1. I think fast, but Don thinks faster.
2. Did he say "Thank" or "Thanks"?
3. Robert gives a talk every day. He talks very well.
4. Will the boat sink?
5. When more than four people get in it, it sinks.

D. Consonant + /θ/:

/-θ/	/-θs/
fourth	fourths
fifth	fifths
seventh	sevenths

fourth	two-fourths
fifth	three-fifths
seven	four-sevenths

1. He ate two-fourths of the cake.
2. Three fifths of the class took the test.
3. Four-sevenths of the group wanted to re-elect their leader.

s.

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LESSON XII

FINAL CONSONANT CLUSTERS: Two Consonants + /t/

We add /-t/ to regular verbs that end in these consonants: /-p/, /-k/, /-s/, and /-tʃ/:

Practice the following pairs of words and sentences:

A. Consonant + /p/:

/-p/	/-pt/
help	helped
scalp	scalped
jump	jumped
dump	dumped

1. I'm helping my father now, and I helped him yesterday.
2. Can you jump over this wall? I jumped over it yesterday.

B. Consonant + /k/:

/-k/	/-kt/
work	worked
park	parked
talk	talked

1. How long did he work this morning? He worked for two hours.
2. Where did he park the car? He parked it by the hotel.
3. What did he talk about? He talked about books.

C. Consonant + /-s/:

/-s/	/-st/
waltz	waltzed
collapse	collapsed

1. We enjoyed the dance. We waltzed and waltzed.
2. Did the bridge collapse. Yes, it collapsed yesterday.

D. Consonant + /tʃ/:

/-tʃ/	/-tʃt/
punch	punched
search	searched

1. Where did he punch you? He punched me in the nose.
2. Where did you search? I searched everywhere.

*

LESSON XIII

FINAL CONSONANT CLUSTERS: Two Consonants + /-z/

We add /-z/ to nouns and verbs that end in voiced consonants and vowels: /b/, /d/, /v/, /m/, /n/, and /l/.

Pronounce the following pairs of words and sentences:

A. Consonant + /b/:

/-b/	/-bz/
bulb	bulbs
curb	curbs
verb	verbs
absorb	absorbs
suburb	suburbs

1. The light bulbs are burned out.
2. We add /z/ to nouns and verbs.
3. Did she say "absorb" or "absorbs"?
4. She lives in the suburb.

B. Consonant + /d/:

/-d/	/-dz/
cold	colds
card	cards
word	words
build	builds
field	fields

1. I had several colds last winter.
2. Our teacher has 100 cards with words on them.
3. He builds a hut in the field.

C. Consonant + /v/:

/-v/	/-vz/
carve	carves
serve	serves
nerve	nerves
deserve	deserves

1. There are several shelves on the wall.
2. There were many curves in the road.
3. She deserves all the praise.
4. Don carves on the curves of the desk.

D. Consonant + /m/:

/-m/	/-mz/
helm	helms
film	films
arm	arms
farm	farms
storm	storms

1. They lost their arms in the war.
2. Both films were very old.
3. Their farms are in good business.

E. Consonant + /n/:

/-n/	/-nz/
turn	turns
burn	burns
earn	earns
warm	warms
barn	barns

1. He burns himself because he isn't careful.
2. Jim earns his living by working in the farms.
3. The road turns to the right.
4. She learns English in school.

F. Consonant + /l/:

/-l/	/-lz/
girl	girls
curl	curls
earl	earls

1. The earl likes the curls of the girl's hair.
2. The girls came to visit the earls.

*

LESSON XIV

FINAL CONSONANT CLUSTERS: Two Consonants + /d/

We add /d/ to regular verbs that end in voiced consonants and vowels (/v/, /dʒ/, /m/, /n/, and /l/).

Pronounce the following pairs of words and sentences:

A. Consonant + /v/:

/-v/	/-vd/
solve	solved
revolve	revolved
carve	carved
curve	curved
serve	served
deserve	deserved

1. They solved their arithmetic problem.
2. The road curved very sharply.
3. The idea revolved in his mind.

B. Consonant + /dʒ/:

/dʒ/	/dʒd/
bulge	bulged
change	changed
urge	urged
age	aged
judge	judged

1. His eyes bulged with anger.
2. I changed my mind and urged him to leave.
3. They have judged him innocent.

C. Consonant + /m/:

/-m/	/-md/
film	filmed
warm up	warmed up
farm	farmed

1. They filmed it in Egypt.
2. Did it warm up yesterday? Yes, it warmed up in the afternoon.
3. These students farmed all summer last year.

D. Consonant + /n/:

/-n/	/-nd/
burn	burned
turn	turned
learn	learned
earn	earned

1. He earned his own living last summer.
2. The boys turned to the right.
3. He learned Spanish in school last year.

E. Consonant + /l/:

/-l/	/-ld/
curl	curled

1. She curled her hair this morning.

A.

B

LESSON XV

REVIEW OF FINAL CONSONANT CLUSTERS: Three Consonants

LESSONS VI - XIV

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LESSON XVI AND XVII

/ə/ - /æ/ and /ɪ/ - /iy/

A. Pronunciation of /ə/ versus /æ/.

Practice the following pairs of words:

/ə/	/æ/
luck	lack
buck	back
but	hat
tuck	tack
putt	pat
cut	cat

B. Pronunciation of /ɪ/ versus /iy/

Practice the following pairs of words.

/ɪ/	/iy/
it	eat
sit	seat
bit	beat
sim	seem
Tim	team
ship	sheep
live	leave

C. Which are the same?

luck	lack	luck	(1,3)
buck	back	back	(2,3)
tack	tack	tuck	(1,2)
pat	putt	pat	(1,3)
sit	sit	sit	(1,2,3)
live	leave	leave	(2,3)
beat	beat	bit	(1,2)
sin	seen	sin	(1,3)

D. Same or Different?

eat	eat
ship	sheep
putt	pat
back	back
live	leave
bit	bit
hut	hat

E. Sentences with /ə/, /æ/.

1. The man ran after his cat.
2. he has no luck.
3. Has Dad had a nap?
4. Half of the class has had it.
5. The sun comes up at seven.
6. Hasn't Gus won enough money?

F. Sentences with /ɪ/ and /iy/ for practice.

1. This is it.
2. Bill sees a sheep on the ship.
3. Tim seems a bit tired.
4. Keep these three for me, please.
5. These people seem to believe me.
6. He sees me three evenings a week.
7. Potato chips are cheap.
8. Please sit in this seat.
9. I leave the house where I live at six o'clock.
10. Did he say "living" or "leaving".

LESSON XVIII

/ɛ/

A. Pronunciation of /ɛ/ versus /ɪ/. Learn to distinguish the 2 sounds in both hearing and pronouncing.

/ɛ/	/ɪ/
bet	bit
set	sit
beg	big
lead	lid
tell	till

B. Which are the same?

Ask the students to tell which are the same. Use the following sets:

bet	bet	bit	(1,2)
set	sit	set	(1,3)
tell	till	till	(2,3)
beg	beg	beg	(1,2,3)
sit	sit	set	(1,2)

C. Sentences with /ɛ/ and /ɪ/.

1. They went to bed late.
2. Let's get a big lid.
3. Tell Ed to speak a bit louder.
4. When did Ted send the letter?
5. The weather is better in September
6. Many men said yes.

D. Pro
sou

E. San

F. Whi

D. Pronunciations of /ɛ/ versus /æ/. Learn to distinguish the two sounds in both hearing and saying.

/ɛ/	/æ/
Ed	add
bed	bad
said	sad
head	had
set	sat
bet	bat
men	man
beg	bag
beck	back

E. Same or different?

Ed	add
bad	bad
set	sat
back	back
men	man
head	had

F. Which are the same?

sad	sad	said	(1,2)
bat	bet	bat	(1,3)
beck	back	back	(2,3)
man	man	men	(1,2)
head	had	had	(2,3)

G. LISTEN, THEN REPEAT:

Sentences with /ɛ/ and /æ/.

1. That man gets Ed's hat.
2. Jack can't understand the men.
3. She said she had to stay in bed.
4. Half the class won the bet
5. Ed has a bag and a hat.
6. He has to stay in bed because he has a headache.

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LESSON XIX

/ ey /

A. Pronunciation of /ɛ/ versus /ey/. Drill these pairs of words. Learn to distinguish these sounds in both hearing and saying.

/ɛ/	/ey/
bet	bait
men	main
led	laid
pen	pain
fed	fade
Ed	aid

B. Same or different?

bet	bait
men	men
led	laid
pain	pain
fade	fed
Ed	Ed
aid	Ed
main	men

C. Sentences with /ɛ/ and /ey/

1. Let's get some bait.
2. Ed's got some pain.
3. The men bet they will get Ed's aid.
4. Did they say "pepper" or "paper"?

5. Ted stays in bed and his pain fades.

6. On what date was the debt paid?

7. Your weight is greater when you are wet.

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A. Pr

B. S

LESSON XX

VOWEL SOUNDS /ɪ/, /iy/, /ɛ/, and /ey/

REVIEW LESSONS XVII - XIX

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LESSON XXI

VOWEL SOUNDS /æ/, /ɑ/, and /ɔ/

A. Pronunciation of /æ/ versus /ɑ/.

Practice the following pairs.

/æ/	/ɑ/
cat	cot
hat	hot
pat	pot
map	mop
cap	cop
back	bock
lack	lock
gnat	not

B. Sentence with /æ/ and /ɑ/ for practice:

1. I want a ham sanwich—not a hot sandwich.
2. What had Jack's boss wanted?
3. Bob got back at one o'clock.
4. When does Tom get back?
5. Does Kansas get as hot as it gets here?

C. Pronunciation of/ow/ versus /ɔ/.

Practice the following pairs:

/ow/	/ɔ/
coat	caught
note	naught
so	saw
low	law
oat	ought
phone	fawn
loan	lawn
boat	bought

D. Sentences with /a/ and /ɔ/ for practice.

1. The clock stopped.
2. It's not a lot.
3. Tom got the job in October.
4. The coffee is strong.
5. Ed lost his dog.
6. Is the song very long?

E. Same or different?

cap	cop
not	gnat
pot	pot
map	mop
lack	lock
low	law
loan	lawn
bought	boat
saw	saw
note	nought

LESSON XXII

/ə/ and /ɜ˞/

A. Pronunciation of /ə/ versus /ɜ˞/

Practice the following pairs of words:

/ə/	/ɜ˞/
bun	burn
ton	turn
but	Bert
cut	curt
shut	shirt
bud	bird

B. Same or different?

bun	burn
but	but
shirt	shut
hut	hurt
bird	bird
ton	ton
ton	turn

C. Sentences with /ə/ and /ɜ˞/ for practice:

1. This bud is green. This bird is green.
2. Were the little girls with her?
3. Learn the first thirty verbs thoroughly.
4. The teacher read the lesson.
5. Robert was early.
6. Herbert's girl friend cut the shirt.

LESSON XXIII

/u/ and /uw/

A. Pronunciation of /u/ versus /uw/

Practice the following pairs of words:

/u/	/uw/
luke	look
hood	who'd
soot	suit
pull	pool
full	fool
should	shoed
stood	stewed
wood	wooed

B. Choral and individual pronunciation of the following groups of words:

a new suit	/ ə nuw ⌈suwt /
good looking	/ gud ⌈lu⌉ kiŋ /
a new room	/ ə nuw ⌈ruwm /
good food	/ gud ⌈fuwd /
you too	/ yuw ⌈tuw /
good mood	/ gud ⌈muwd /
wooden shoe	/ wudən ⌈šuw /
blue book	/ bluw ⌈buk /

C. Which are the same?

should	shoed	shoed	(2,3)
full	full	fool	(1,2)
wood	wooed	wood	(1,3)
luke	look	look	(2,3)
soot	soot	suit	(1,2)

D. Sentences with /u/ and /uw/ for practice:

1. Ruth has some fruit juice in her room.
2. Who will tell the students the news?
3. We used to have quite a few arguments about music.
4. Would some good food put you in a good mood?
5. Ruth should move to a good rooming house.

LESSON XXIV

/oy/ and /ow/

A. Pronunciation of /oy/ versus /ow/.

/oy/	/ow/
boy	bow
toy	toe
soy	sow
joy	Joe
Roy	row
noise	nose
boil	bowl

B. Pronounce the following groups of words:

a boy's toe	/ ə boyz ⌈tow /
Joe's toy	/ dʒowz ⌈toy /
a bowl of boiled soup	/ ə bowl əv ⌈boyld sup /
sow soy bean seed	/ sow soy ⌈biyn ⌊siyd /
the boy bows low	/ ðə boy ⌈bowz ⌊low /

C. Same or different?

boy	bow
toy	toy
joy	Joe
bowl	bowl
nose	noise
Roy	Roy
sow	soy
toe	toe

D. Sen
1.
2.
3.
4.
5.
6.

D. Sentences with /oy/ and /ow/.

1. I like boiled rice and soy sauce.
2. I sang "What kind of a Noise Annoys an Oyster".
3. The boys are rather noisy.
4. Joe puts a bow on his toe.
5. Roy's rowing the boat.
6. The boy broke both his toys in a row.

LESSON XXV

/ay/ and /aw/

A. Pronunciation of /ay/ versus /aw/

Practice the following pairs of words:

/ay/	/aw/
mind	mound
bite	bout
rise	rouse
nine	noun
high	how
lied	loud
find	found
dine	down
might	mount
ride	round

B. Sentence with /ay/.

1. We arrived at nine o'clock.
2. They ate fried rice.
3. I'd like to buy a tie.
4. I always eat rice on Friday.
5. I am fine.
6. My child likes ice.
7. I'll try to find time by Friday.
8. Why arrive at five to nine?

C. Sen

1.
2.
3.
4.
5

D. Se

1
2
3.
4
6

C. Sentences with /aw/.

1. He bought a blouse downtown.
2. Around and about are not nouns.
3. How much is a pound of ground round (steak)?
4. I doubt that he is downtown.
5. He found the sound too loud.

D. Sentences with /ay/ and /aw/.

1. The amount is about right.
2. He was downtown from five to nine.
3. Now my child likes the fine blouse.
4. Would you like to ride downtown?
5. I might dine downtown tonight.
6. The tide rises very high at about nine.